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# REPORTS

MADE TO THE

## GENERAL ASSEMBLY OF ILLINOIS,

AT ITS

### TWENTY-EIGHTH SESSION,

CONVENED

JANUARY 8, 1873.

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VOLUME II.

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EIGHTH ANNUAL REPORT

OF THE

Institution for the Education of

FEEBLE-MINDED CHILDREN,

LOCATED AT JACKSONVILLE, ILLINOIS.

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DECEMBER, 1872.

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## OFFICERS OF THE INSTITUTION.

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*Superintendent,*

C. T. WILBUR, M. D.

*Matron,*

MRS. L. P. WILBUR.

*Assistant Matron,*

---

*Teachers,*

MISS LEILA BURGESS,  
MISS SOPHIA E. BLAKE,  
MISS LILLIE ROCKWELL,  
MISS KATE M. SAWYER.

*Clerk,*

M. DAVID.





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REV. WM. J. RUTLEDGE, SPRINGFIELD, SANGAMON COUNTY.



## REPORT OF THE TRUSTEES.

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*To His Excellency, JOHN M. PALMER, Governor:*

SIR:—The close of another fiscal year makes it incumbent upon us to submit this, the Eighth Annual Report of the Illinois Institution for the Education of Feeble-minded Children.

The Rev. Wm. J. Rutledge, of Springfield, having been appointed by your Excellency and confirmed by the Senate April 4, 1872, has been duly qualified, and has filled the vacancy in the Board of Trustees of the Institution occasioned by the decease of the Hon. T. Souther, of Alton.

In May last we were generously permitted by the Board of Directors of the State Institution for the Education of the Deaf and Dumb, to connect this Institution, by an iron pipe, with their water supply; since which time, to our great relief, we have had an abundant supply of water of very excellent quality.

Owing to an epidemic of diphtheria in October last year, and later one of opthalmia, it was found absolutely essential for the well being of the pupils that there should be provided at the earliest opportunity a detached hospital building, in order that contagious diseases might be isolated and separated from the main body of pupils. The only room which could be used for a hospital was one of the regular dormitories directly over the main school room, adjacent to and opening into another dormitory, both of which had to be used for accommodating one whole division of the pupils as regular sleeping apartments.

The noise and confusion of the school room directly under it, which is also, out of school hours, the only sitting room for more than two-thirds of the entire number of pupils of the establishment, rendered it an unsuitable place for the proper care of those who were seriously ill, and operated materially to interfere with their convalescence and recovery.

The continually increasing number of pupils rendered it necessary to provide wash rooms and a bath room.

In view of these important considerations, a small frame building, thirty by eighteen feet in dimensions, consisting of a basement used as the bath room—a first story as a wash and cloak room for the girls, and a second story providing a hospital room for eight or ten patients with a nurse, connected by a covered way to the first story of the main building, has been put up during the summer.

It was substantially built with special reference to the fact that it must shortly be vacated and can easily be removed.

This addition gave us the opportunity of remodeling a small room north of the main building, which has been fitted up as a wash room for the small boys.

These changes were necessary in order that we might utilize to advantage our newly acquired greatly needed water privilege. Only those who have had to keep neat and clean rooms constantly occupied, as well as large numbers of children usually deficient in the desire for cleanliness, can comprehend the difficulties the Institution has labored under in times past to bring about a proper degree of cleanliness throughout the establishment.

The temporary character of the buildings of the Institution is such that that they merely shelter without properly accommodating their inmates, and are greatly crowded.

The pupils have only dormitories, school rooms, and a single dining room. One room divided by partial partitions, only seven feet in height, is occupied by three teachers and five classes, each teacher being compelled to attempt to fix the attention of a class of children with whom there is sometimes almost an utter want of such power, while disturbed by the noise and confusion of the exercises of the other classes and their teachers in the same room, and of the pupils who are not engaged in recitations, but who are necessarily in their custody.

The system generally adopted as the most successful and natural in developing feeble intellects is what is denominated the "object system of instruction," and it necessarily renders it essential to supply quite an extensive assortment of school room apparatus. Large closets, for the storage of this, convenient to the pupils, together with the desks, teachers, tables and settees, so fill up the school rooms that they are very unsuitable sitting rooms and play rooms for the pupils out of school hours, but are the only rooms that the Institution now affords for both purposes.

Five dormitories are all that the present buildings furnish for eighty-two pupils. Twenty-six large boys, with an attendant, sleep in a room thirty by thirty-eight feet, with nine feet ceiling. Thirteen boys sleep in a room nineteen by thirty-one feet, and in the room adjoining, twenty by thirty-one feet, fourteen boys lodge, the height of the ceiling on this floor being ten feet.

Fifteen girls lodge in a dormitory twenty-four by thirty-one feet, and fourteen more in a room twenty by thirty-one feet, the height of the ceiling on this floor being only nine feet.

The Institution, it must be remembered, is only an assemblage of light frame buildings, connected by covered ways which have been put up from year to year in connection with the old mansion of the late Governor Duncan—as necessity compelled in the effort to admit as many as possible of the continually increasing applicants—until, in these perilous times of large conflagrations, it is unavoidably a source of serious anxiety to the Board of Trustees, as well as to the officers in charge, on account of the great danger to the inmates in case of fire.

The buildings must be enlarged immediately, if we attempt to accommodate those who are urgently seeking admission, but it does not seem to us wise policy to add other temporary buildings upon this property, which is only rented property.

The probationary position of the Institution should terminate, now that its usefulness to the people of the State has been so universally conceded, and when economy and the necessities of the establishment demand greatly increased accommodations and facilities for the accomplishment of its mission.

It seems to us eminently proper to provide permanent buildings as soon as they can be erected—buildings less liable to the inroads of the dangerous element of fire—if it is the aim of the people of the State to place the Institution in a position to accomplish the largest amount of good.

In this connection we deem it important to urge the necessity of the continuance of an appropriation for insurance so long as the present buildings are occupied for the uses of the Institution, as we are obliged by the terms of our lease to insure a part of the property.

The Secretary of the Board has been notified by the agent of Mrs. Duncan, the lady who owns the premises in use by the Institution, from whom it has been leased in short periods of time, that at the expiration of our lease, two years from the first of March, 1873, it is her desire and intention to occupy the premises herself, and that she is unwilling to agree to re-lease it again for the uses of the Institution.

Should a sufficient appropriation be made by the General Assembly at its coming session, it would give the Board only about the requisite time needed for providing permanent accommodations for its inmates, upon the expiration of our lease.

As the sole recognized conservators of the interests of such a numerous body of unfortunate individuals, residents of the State, whose claims upon society have been so utterly ignored, this Board would fail of its duty to those who are unable to represent their own misfortunes, did it not persistently, though necessarily briefly, place before the General



Assembly and the people of the State the known facts in relation to the number, condition, and justly consistent requirements of idiots upon the benefactions of the State.

"It is safe to say that the proportion of idiots in Illinois (and probably in other communities) is at least as large as that of the insane," is the statement of the Secretary of the Illinois State Board of Public Charities in the report of that Board to the Governor, in December, 1870.

From the statistics obtained for, and published in that report, there were 1,738 idiots then reported, by name, in the State. Of that number 852 were twenty years of age and under. Of the 1,738, only 134 were reported as being afflicted with or the result of epilepsy, convulsions, paralysis and scrofula. Deducting these from the number twenty years of age and under, and there remains 718 of a suitable age for improvement in an institution. If this number should be reduced *one-half*, in order that every possible allowance may be made for probable non-attendance, we have left 359 who were at that time suffering for the want of the privileges an institution should afford them.

In relation to the accuracy of these statistics, that report states, "the most cursory inspection makes it apparent that nearly or quite one-half of the idiots below the age of eleven are unreported, being either unknown to the physicians or not yet recognized as idiots."

There were 652 between the ages of eleven and twenty, and in reference to this fact, the report continues, "assuming the number 652 between the ages of eleven and twenty inclusive, to be correct; and supposing it to constitute twenty-two and a half per cent. of the total number, as the census would indicate it to be in fact, the actual number of idiots in Illinois is 2,900 or 1 : 867 of the entire population, which is a larger proportion even than that of the insane."

The necessities of these unfortunates, their condition and the degree of their ability for helping themselves, should next be considered.

As pauper inmates of county alms houses, their condition is certainly miserable in the extreme, and no effort can be made for their improvement. On the contrary, by such surroundings and neglect, they must inevitably sink in the scale of humanity.

In private families their condition, in the main, is but little better, for they are seldom improved, are without discipline, are often misused, and the same unfortunate result follows.

As they are ordinarily found in the community, they are unable to help themselves, and being without occupation, the inevitable result of idleness follows. Is it not a duty, as well as a wise principle of action on the part of the community, to attempt to draw out their latent powers, to stimulate, educate and compel them to help themselves, instead of taking away from them entirely the necessity for exertion, as does the county poor house and family custodial system.

By this latter course they must remain a burden to their friends or to the public during their lives.

It is the opinion of those familiar with the results of efforts to educate them, that as large a proportion of young idiots can be trained to productive usefulness at an Institution, as of insane can be cured by hospital treatment. Large numbers have been educated and trained at the several institutions of the country, and a capacity for useful occupation has been developed in a majority of the cases that have been afforded opportunities for instruction, and the condition of all has been ameliorated.

The cost of maintenance at the public Institution established especially for their custody and instruction, when organized with its proper number of inmates, (and society must maintain them somewhere,) will be no greater than it is elsewhere, provided they are treated as the people of a civilized community should treat them.

As a measure of social economy the gathering of this class into institutions is eminently wise and expedient, for it releases to society four persons to every five idiots in such care; for while, at their homes, one person must be continually with the unfortunate one to keep it from danger or mischief; at the well-organized Institution, upon the average, it requires, including officers and all employees, but one care-taker to five pupils.

The Constitution of the State of Illinois, in the first section of article eight, declares that "the General Assembly *shall* provide a thorough and efficient system of free schools, whereby *all* the children of the State may receive a good common school education."

Does not the General Assembly fail in fulfilling the spirit of the Constitution, as well as its philanthropic duty, when it stops short of providing an efficient system of education to all those children of the State who, by reason of their peculiarities, are deprived of the privileges of the ordinary common school? Does not the true spirit of that Constitution, as well as of Christian civilization, prompt the representatives of the people to let in the light of reason to the clouded intellects of those who, without such aid, must forever remain with their faculties dormant and their minds obscured?

In addition to the cruelty of subjecting it to the ill treatment of bad boys and girls—which sad experience has taught the friends of such are to be found in almost every district school—would not the presence of the idiot, in constant association with young children of ordinary capacity, prove detrimental to them, and tend to demoralize them more or less?

There are no better or nobler evidences of the social progress of the people of the State than the disposition manifested by them to test the

susceptibility of the idiot for improvement, and to afford him opportunities for physical, intellectual and moral development.

That susceptibility for improvement has proven to be much greater than was anticipated, and the Institution was incorporated by the last General Assembly after its utility had been demonstrated by six years of the most satisfactory results, and it only remains for the next General Assembly to complete the work so nobly commenced by the last, by the provision of safe and commodious buildings for the Institution, thus augmenting the sphere of usefulness of a truly charitable enterprise which is among the first in its importance.

Dr. H. B. Wilbur, the Superintendent of the New York Asylum, (who was the pioneer in establishing Institutions for Idiots in the United States, and who, from his more than twenty-four years of constant labor and experience in the work, is probably the best authority in relation to all matters connected with it), is of the opinion that an institution calculated to accommodate two hundred and fifty pupils is as large as one should be to insure the best results for its inmates. In deference to that opinion, desiring the welfare of the idiots of our State, we earnestly recommend the establishment of the Illinois Institution immediately upon that basis of organization, and trust that the next General Assembly, early in its session, will make sufficient appropriations to purchase land and erect buildings for the comfortable accommodation of that number.

Agriculture being the prominent industrial occupation of the people of the West, it is deemed desirable that one hundred acres of land at least should be owned by the Institution, in order that the male pupils may be trained for useful labor in that vocation. It will also afford the Institution the opportunity of sustaining itself, in a measure, from the products of its farm by the labor of its pupils.

Judging from the cost of buildings which have been erected for similar purposes in this and other States, it is estimated that the sum of two hundred thousand dollars will be necessary to purchase land and erect suitable buildings for the accommodation of two hundred and fifty pupils.

Feeling assured that the Legislature will act wisely in this matter; that it will justly weigh the claims of the unfortunates whom we have been appointed by the State authorities to represent—we leave it in their hands.

A detailed statement of the receipts and expenditures of the Institution for the year ending November 30, 1872, will be found in the financial report of the Superintendent.

For a statement of the applications received, pupils admitted and discharged, and other information concerning the Institution, we refer to the report of the Superintendent, herewith appended.

It is with much satisfaction that we are able to speak of the work of the Superintendent. The method of organization and the practical details are his work, and to him is due the credit of the results of the training. Not mere custody, but *improvement* in nearly all cases, and surprising advancement in many, have crowned his efforts.

Much of the efficiency of the Institution is also due to the Matron, and nothing but praise can in general be spoken of the other subordinate officers. The selection of these and the employees has been made with great care, in order that the right persons should be in the right places.

With equal vigilance and more experience the results of training may be expected in the future to exceed those of the past.

At a cost of three hundred dollars, *per capita*, for eighty pupils (and we now have eighty-two present), it will require for all expenses of the Institution (except insurance) an appropriation of twenty-four thousand dollars per annum.

We would further request an appropriation of the sum of four hundred dollars per annum for insurance, for reasons which have already been mentioned.

In conclusion, we would urge the members of the General Assembly individually to visit the Institution, to make themselves thoroughly familiar with its operations and necessities, in order that they may act wisely and intelligently in its behalf.

Respectfully submitted.

GRAHAM LEE,  
DAVID PRINCE,  
WM. J. RUTLEDGE,  
*Trustees.*

## REPORT OF THE SUPERINTENDENT.

---

*To the Board of Trustees of the Illinois Institution for the Education of Feeble-minded Children :*

GENTLEMEN: At the close of the year ending November 30, 1871; when our last annual report was submitted, there were present seventy-one pupils. Since which time, thirty-six new pupils have been admitted, making in all one hundred and seven children and youth who have been connected with the Institution during the twelve months ending November 30, 1872.

One boy died March 4th of typhoid fever, the only death which has occurred at the establishment during the year. Six pupils were dismissed because their parents had moved out of the State, and as applications were so numerous, for cases resident in this State, it was considered inexpedient to keep them. Six were discharged in order that their places might be filled by more teachable cases, as we deem it our duty, in some instances, to make such changes while our accommodations are so limited. Three were found to be not only imbecile, but insane, and as we had no single rooms for their custody, or means of restraint, they could not judiciously be classified with the other pupils, and were consequently removed. Two were sent to the Institution for the Education of the Deaf and Dumb, as the system of instruction pursued there seemed the best adapted to their advancement. One boy, evidently afflicted with hereditary phthisis when he was admitted, failed in health so perceptibly, that it was thought advisable to send him home, where he has since died. Four, while at home during the vacation, contracted diseases, and on account of illness have not returned. Two having learned to read and write intelligently, and being qualified to enter an ordinary school, or engage in useful labor at home, their places have been filled by younger pupils. In all, the number thus removed has been twenty-five, leaving now present eighty-two pupils, more than can be comfortably cared for with our present accommodations.

Eighty-seven new applications for the admission of pupils have been received since December 1, 1871, and in all, since the opening of the school, 465 applications have been placed on file.

The applications received have been from the counties of Illinois and other States, as follows :

Adams.....	10	Menard.....	5
Alexander.....	2	Mercoer.....	3
Bond.....	2	Monroe.....	1
Boss.....	5	Montgomery.....	3
Bureau.....	6	Morgan.....	22
Brown.....	1	Moultrie.....	2
Carroll.....	5	Ogle.....	7
Cass.....	5	Peoria.....	16
Champaign.....	7	Perry.....	1
Christian.....	3	Piatt.....	4
Clark.....	1	Pike.....	7
Clay.....	2	Pope.....	1
Clemon.....	2	Pulaski.....	3
Cole.....	2	Randolph.....	1
Cook.....	62	Richland.....	4
DeKalb.....	1	Rock Island.....	2
De Witt.....	3	Saline.....	1
Douglas.....	1	Sangamon.....	11
Edgar.....	3	Schuyler.....	3
Edwards.....	1	Scott.....	7
Elkington.....	1	St. Clair.....	5
Fayette.....	1	Stephenson.....	3
Franklin.....	1	Tazewell.....	4
Fulton.....	3	Union.....	1
Genese.....	3	Vermillion.....	1
Grady.....	4	Washington.....	1
Hancock.....	12	Wayne.....	2
Hardin.....	1	Whiteside.....	4
Henderson.....	1	Will.....	14
Henry.....	8	Williamson.....	2
Ingham.....	2	Winnebago.....	6
Jackson.....	5	Woodford.....	2
Jefferson.....	5	Unknown.....	1
J. Davies.....	5		
Kane.....	8	Total Illinois.....	427
Kankakee.....	6		
Knox.....	15		
Lake.....	3		
Lafayette.....	9	Other States.....	
Lawrence.....	4	Arkansas.....	1
Lee.....	3	Indiana.....	7
Livingston.....	6	Iowa.....	7
Lyon.....	3	Kentucky.....	1
Macou.....	7	Kansas.....	4
Macoupin.....	9	Michigan.....	3
Madison.....	4	Minnesota.....	1
Marion.....	2	Missouri.....	6
Marshall.....	2	New York.....	1
Mason.....	3	Tennessee.....	1
McDonough.....	6	Wisconsin.....	6
McHenry.....	2		
McLean.....	9	Total.....	465

It is found that a larger proportion of the applications received during the last year have been acceptable cases for school room instruction, than during any preceding year. Though in many parts of the State the existence and aims of the Institution are unknown, we have had applications from all but seventeen of the counties of the State, and those



seventeen counties are certainly known to have resident in them, in the aggregate, two hundred and twenty-four idiots.

When the results of education, at the Institution, are more generally known, and it is understood that its inmates are kindly treated, and are, in the main, better cared for than elsewhere, it is presumed that applications will become still more numerous.

From the fact that we have been unable, for want of room, to receive as pupils a large proportion of those who have made application for admission, it is supposed that many others have been deterred from seeking admission on that account.

The pupils now inmates of the institution are from the following Senatorial districts of the State :

Nos. 1 to 7 .....	7	No. 28 .....	3
10 .....	3	29 .....	4
11 .....	1	30 .....	2
12 .....	2	31 .....	1
14 .....	2	32 .....	3
15 .....	3	34 .....	2
16 .....	3	35 .....	5
17 .....	1	36 .....	2
18 .....	1	37 .....	1
19 .....	2	38 .....	2
20 .....	2	39 .....	4
21 .....	5	44 .....	1
22 .....	3	45 .....	3
24 .....	3	48 .....	1
25 .....	1	50 .....	1
26 .....	7		—
27 .....	1	Total .....	82

In the selection of pupils, in view of the fact that the accommodations have been very limited compared with the applications for admission, it has been the aim to admit those who, in age and capacity for improvement, were the most suitable cases for school room instruction, because as an experiment the welfare of the entire class in the State has been more or less dependent upon the success of the efforts of the Institution to improve the condition of those who have been admitted. It has also been the aim to have the various sections of the State fairly represented.

We have been compelled to decline admission to those who have been afflicted with epilepsy, or those whose history, as stated by friends, seemed to indicate a pre-disposition to diseases of an epileptiform nature—for not only have we had no room for such, but it is questionable whether the effort to stimulate the mental faculties in the school room does not, in such cases, have a tendency to arouse the dormant malady. With such, medical and hospital treatment, or custody in an asylum, are indicated, rather than school room instruction.

Our buildings are not arranged for custodial cases, and when, upon trial, those admitted are found to belong to that class, we have declined to take them again, or to receive those whose history seemed to indicate

that they were hopelessly idiotic. The evidence of the statistics obtained at this Institution seem to prove that the congenital idiot is a far more promising subject for mental improvement than those cases of idiocy or dementia (as a strict adhesion to the usual accepted definition of idiocy would designate it) resulting from convulsions or diseases of the brain or nervous system.

Nearly all dismissed from the institution as custodial cases have been rendered idiotic by acute inflammation of the brain, in infancy or childhood. It is the appropriate province of this report to show what facts have been developed in relation to the subject of idiocy in general.

The number in the community known to exist—the ratio of increase to the general population—the condition of idiots in Illinois,—the comparative attention they have received from the people of the State, and the results of efforts in their behalf, are matters of vital interest to the public, and this report would be incomplete unless these points were briefly alluded to.

The number of idiots in Illinois is estimated to be nearly three thousand. With a known population of 1738 (whose names are recorded in the office of the Secretary of the Board of Public Charities at Springfield), of whom 359 are now of a suitable age for education, only 82 are inmates of the State Institution.

In the eighth annual report of the Massachusetts State Board of Public Charities, dated Jan., 1872, it is stated of idiots that "they increase in numbers, and the rate of increase is greater than that of the general population." It further adds, "certainly the persistent existence of a large class of idiotic persons among all civilized people shows that the moral regard for human life is active enough to save many who, in savage or barbarous societies, could not outlive childhood.

The regard for life, however, has been greater than the respect for that humanity which sanctifies life; because children, so kept alive, are almost universally neglected and left to grow up in brutishness.

It is a duty to preserve every spark of human life; but it is a correlative duty to give every one alive the best possible opportunity for developing the talents and the capacities, be they greater or less, which were in him as a human being. \* \* \* \* Experience proves that from a *priori* consideration we should infer, that idiots of all kind (unless during active disease) share in that capacity for improvement possessed by all living things.

The general condition of idiots \* \* \* \* is a great deal worse than it ought to be or need to be. During childhood instinctive parental affection provides for them a share of that tender love which is to the moral nature what the mother's milk is to the body. But as they grow up, even the ties of kin are seldom strong enough to secure for them persistent kindness or even regard.

Slowly, but almost surely, they come to be looked upon as discreditable to the family, as burdensome, and finally objects of aversion. Owing to original defect or weakness of organization, most of them die young; but those whose lives are prolonged, sometimes unconsciously avenge themselves upon society for the neglect and wrongs they have suffered at its hands. They are apt to breed an atmosphere of demoralization about them. They affect injuriously, not only the rude boys who mock them; the men who impose upon them and the inmates of alms houses to which they are consigned, but society generally; because toleration of the sight of human beings left to sink into brutishness without an effort to save them, must lower the moral standard of any community.

Customs are a sort of law; and we may apply to idiots what Beccaria said of another class: 'There can be no true liberty where the law permit that *in any circumstances* a man shall cease to be considered as a *person*, and become a *thing*.'

In most of the States of our Union, and in some parts of our own State, idiots are not regarded as persons, but as things; and, moreover, as disagreeable and repulsive things, which are to be kept out of sight and out of mind.

Idiots, as a class, did not share in the beneficent effects of that awakening of public conscience which wrought such a change in the condition of lunatics."

The foregoing extracts show that in the State of Massachusetts, where the standard of physical and moral well-being ought to be very high, from its industrial, educational and moral advantages, the ratio of idiots to the general population is upon the increase—and there is comparative indifference, to their condition, although their misery and susceptibility for improvement are recognized and acknowledged.

The facts, as stated in relation to the condition of idiots in Massachusetts, and of the apathy of the people of that State to their condition, are just as true of every State in the Union.

The statements of the Boards of Public Charities of Pennsylvania, New York, Ohio, Michigan, Wisconsin and of Illinois, in their latest printed reports, represent even a worse state of things in relation to idiots in county alms-houses, and to the condition of the idiot population of their respective communities.'

New York, Pennsylvania and Ohio have large and successful institutions for their education and training, and have done considerable more in their behalf than has the State of Massachusetts. These institutions and the good results they are accomplishing, are invariably spoken of in the highest terms of praise.

Of idiots in county poor houses in Illinois, it is reasonable to conclude that they fare no better than the other pauper inmates. I will quote

from the report of the Illinois State Board of Public Charities upon this subject :

“ The association of the sexes, which, in most alms houses, cannot be prevented, leads to unmentionable evils, of which one is the perpetuation of the degeneration of the race. \* \* \* In the vicinity of large towns the county farm sometimes becomes a place of resort for the lowest and worst men, who hang about the premises to the annoyance of the keeper, and the prejudice of the paupers.

The children in alms-houses have little or no hope of ever being lifted by any agency whatever out of the pauper class. They are, almost without exception, uninstructed and untrained. Of all the wretched inmates the most wretched are the idiotic and insane, whom no effort is made to save.”

These statements of our State Board of Charities are certainly worthy of credence, for there could be no reason why we should consider them as being exaggerated.

What do they suggest as a remedy ? It is very explicitly stated, “ as fast and far as practicable the idiotic should be transferred from the county farms to State Institutions.”

There can be no opinions or statements of greater weight or more entitled to the confidence of communities than those emanating from the State Boards of Public Charities. They are usually composed of men of eminence, selected for their wisdom and experience in public matters, who are expected to investigate and report impartially for the public good. They aim, and it is pre-eminently their mission, to solve the difficult social problems of the relation of the State to its helpless and unfortunate children.

The fate of the poor idiot, condemned to associate continually with the veriest dregs of the community, cannot be otherwise than to render it miserable in the extreme. Its condition is far worse than that of any other pauper, for it is dependent upon others, and its stay in the poor house is compulsory, while that of all other classes except the insane is not. The condition of idiots in private families is, generally speaking, no better than it is in the county poor houses.

In the families of the ignorant and indigent, they are seldom properly cared for, but are allowed to relapse into hopeless debasement, without an effort being made for their rescue or improvement.

In the families of the more intelligent, though they are sometimes cared for kindly, are waited upon and tenderly kept from suffering by affectionate parents or friends, yet, from want of knowledge of the proper means of management and training, and a more than ordinary feeling of sympathy for their unfortunate condition, they are permitted to remain undisciplined and uninstructed because of their disinclination for mental or physical effort.

With the child whose mental powers have been arrested in their development, it is necessary to patiently study its peculiarities, and to carefully adapt methods of drawing out its latent faculties until they gradually grow and expand under culture.

This cannot be accomplished at home, by parents, who are absorbed in the busy cares and duties of life.

The most intelligent parents are conscious of and confess their inability to discipline or properly instruct their unfortunate children. The result is that they grow up ungoverned, with passionate and perverse dispositions—making homes unhappy—a terrible burden and source of anxiety to friends as well as frequently an annoyance to neighbors.

An idiot child is sometimes imprisoned at home in the most secret manner, as if it were disgraceful to have a relative in this sad condition. Intelligent children are often kept from school or useful labor, or poor widows from the labor necessary to support themselves and families, to care for imbecile children.

Whether in families poor or rich, at twenty-one years of age, they become wards of the State, and when parents die, families break up, and brothers and sisters are scattered, the unfortunate becomes a vagabond or finds his way “over the hill to the poor house.”

It is not two months since I was informed of the death of an idiot girl within ten miles of this Institution, who was believed by my informant to have actually died of starvation, because of the neglect of an intemperate father to provide even food enough to keep her alive. In the same family there are said to be two other idiot children, whose condition must certainly be deplorable. One of them is said to be a suitable case for our school, but we have not the room to receive it.

Notwithstanding the awakening of public sentiment to the condition of the unfortunate insane of the State, and the growing interest felt in the welfare of the Deaf and Dumb and Blind, how little has been done comparatively for idiots, who are, as has been proven by the Secretary of the Board of Public Charities, “as numerous as the insane.”

Is it right for the people of the large and prosperous commonwealth of Illinois, to permit such a state of things? Do not the dictates of humanity prompt more decided steps for their relief?

At the Institution the condition of the idiot is more nearly that of any other child at school. They are constantly under the care of teachers or attendants. The attendants have classes assigned them, and have charge of them at all hours out of school hours—sleep in the same rooms or a room adjoining, opening into their dormitories, so that attention can be bestowed upon them at night if necessary, an effort being made by proper attention, at stated hours, to regulate them in their habits, and cultivate habits of decency and cleanliness. They are with them when they rise, when they dress, when they perform the morning

ablutions, when they go to their meals and while they are at the table, to assist them and wait upon them, and to preserve order and to patiently instruct them in habits of propriety and decorum. In the dining room the pupils are classified—both sexes of the best class of pupils being permitted to sit at the same table, where they are allowed to help each other, and are instructed to conform to the customs of ordinary society.

The diet is so arranged and provided as to induce healthy systems, and afford a proper amount of nourishment, care being taken to prevent gluttony, which is a common failing with this class of children. After each meal, by proper attention, the effort is made to regulate the natural habits. Out of school hours, the girls are exercised in household duties, such as washing dishes, sweeping, making beds, ironing, and other domestic employment. The large boys are employed in and out of doors—cutting wood, doing garden work, and all other kinds of work that the facilities of the institution afford—the chief aim being to develop, by every possible means, a capacity for useful occupation. Those who are too young for employment, are taken out to walk, in classes, or to out-door amusements, unless prevented by inclement weather.

Teachers take charge of the pupils five hours of the day, but though the effort is made to classify the children in the school rooms, they are trained principally by individual instruction.

At nine o'clock in the morning, all being assembled, the school is opened with devotional exercises—the children standing in lines, in a reverential attitude, are instructed to repeat the Lord's prayer in concert with their teachers. The rest of the first half hour is usually spent in singing songs and hymns, or in marching and keeping time to music.

The other school room exercises consist of special exercises designed to fix the attention, and bring the body and mind under the subjection of the will.

The first means employed with the lower classes of pupils are physical exercises. For this purpose a series of ladders, in various positions, wooden and iron dumb-bells, balance poles, bars, and such other appliances as are found in a well-arranged gymnasium, are used. These comprise, also, what are called general exercises, various movements of the body and limbs, which are calculated to arouse and concentrate the faculties of the mind, marching and keeping time with motions of hands and feet to music. Those of the lowest grade are taught to distinguish varieties in form, by blocks of different shapes, made to fit corresponding cavities in boards, definite ideas of form, size and color, by colored cards of different shades and shapes, cups and balls, beads and charts. They are taught to fix the attention by stringing rings, buttons and beads.

It is the constant effort of the teachers to apply with patience and kindness a proper system of instruction, from physical exercises to other suitable educational means, such as ingenuity may devise and a knowledge of the particular subjects may seem to indicate.

The refining influence and example of the properly qualified and patient teacher are important agencies in the school room. The object system of instruction is adopted as one of the best means of developing the class of minds we have to deal with. Object lessons supply a great want in elementary instruction.

A child's first intellectual impressions are learned wholly in connection with objects. They seem to lead him methodically in the way nature indicates he should be taught. Endeavoring to follow nature in this respect, we cultivate the faculty of observation. A very large proportion are defective in speech. These are exercised in articulation.

Children who cannot be taught to read by the ordinary method, are very often, by what is known as the "word method," and it is generally adopted, and has proved very successful with our pupils.

The power of attention is trained to distinguish outlines, and the faculty of imitation is exercised by drawing upon blackboards and slates, lines, (perpendicular, horizontal and parallel,) squares, angles, curves, and various simple figures, until the hand is considerably familiar with the use of the crayon and pencil.

These are preparatory steps to writing. They are next taught to form, from copies written before them, letters, words, and simple sentences, until, in many cases, a good deal of proficiency in penmanship is acquired.

Ideas of numbers are taught by counting and arranging objects. They are trained and practiced in the school room in the matter of buttoning clothes, lacing and tying shoes, and to wait upon themselves in every particular.

These exercises are necessary, because many, upon admission, are unable to dress and undress themselves. The more advanced are in many instances brought to a knowledge of grammar, geography and arithmetic, to the branches ordinarily taught in grammar schools, and in some instances are led to the much higher courses of study. Enough has been stated, however, to give a general outline of the means adopted in the school room to improve the pupils of the Institution.

Two hours on Sunday are spent in the school room by the teachers, with all the children, in repeating prayers in concert, singing the familiar sacred songs of other Sabbath schools, reading and talking about the characters of the Bible, distributing Sunday school papers, and other appropriate religious exercises.

In brief, the aim of the establishment is : the improvement of the inmates in their general health, by diet, physical training, exercise, bath-

ing and all other suitable appliances, with such use of medicines as may be beneficial; the awakening, regulation and development of the mental powers, by those means peculiarly adapted to this class, which have already been found so effectual in this and similar institutions; the employment of those educational resources which have been developed in this and similar institutions, with as much modification and extension as may be necessary to meet the peculiarities of the pupils; in the cases of the best class of pupils, the providing of some suitable occupation, giving healthy employment to all their powers, especially keeping in view such occupations as may fit the pupils for future usefulness and intercourse with society.

In making a statement of the progress of the pupils and the results of the system of instruction pursued at the Institution it is presumed that the testimony of the parents or friends of the pupils will be the best evidence that we can offer. This was obtained by sending blanks with questions to be answered by friends, after the pupils had been at home, during the summer vacation, several weeks, and their friends had opportunity to observe and compare their condition with what it was before they had been sent to the Institution. The questions and answers being too voluminous for the body of this report will be found attached as an appendix.

For want of work shops, and the means to employ skilled overseers, the only employments practicable for the boys have been gardening and the ordinary labor about the premises. With boys and girls in their occupations a very perceptible degree of improvement has been manifested, and warrants the assertion that a large proportion of those who are regarded as suitable subjects for the school-room can be made useful beings.

It is not claimed by those engaged in this specialty that all who come within this class in the community can be so trained or instructed that they may or can become self-sustaining. It is the fact, however, that there are large numbers of a teachable age who would otherwise remain always a burden upon the community, but who can, by the system of education adopted in the Institution, be so developed that they can perform labor and render themselves so useful that they will no longer require others to provide for them.

It is not claimed that the precise ends of education in the different grades of idiocy have yet been fully determined, nor that the best methods have been in all cases reached. A larger and wider experience will doubtless bring out new aims and new adjustments to meet those aims. Still, the general direction in which the efforts to improve the condition of the class in question should tend is now pretty well established. Their instruction and training demand no new principles of education. It simply applies such as are well grounded to the peculiar conditions that idiocy presents.



It finds them, as a class, cut off from society by certain defects or infirmities of a physiological character. It seeks to diminish or remove that separation by means directed to modify or do away with those underlying peculiarities. It thus begins by attempts to restore a normal condition of the various functions. It stimulates the exercise of these functions by suitably adapted means. It opens the avenues of sensation so that the torpid brain is brought into communication with the awakening influences of the outer world. It sharpens the natural instruments of thought and action. It aims to correct the habits which, in idiots, so often impede their progress and improvement.

When these first steps are accomplished, and the pupil is elevated to the range of ordinary educational means and appliances, they are resorted to, and employed as in common schools.

Education here is applied in a practical way seldom employed in other systems of instruction, and is intended to subordinate all the theoretical training to a development of a capacity and a willingness for some form of useful occupation.

This Institution was opened in 1865, as an experiment.

A private dwelling house was leased upon the supposition that it might take several years to prove to the people of the State that an establishment of this kind was needed.

It was believed that, if it operated effectually in relieving the burdens of parents, and there could be found a sufficient number of this unfortunate class to build up a school, and resulted in the improvement of its pupils to some extent, and should thus confirm the hopes of its founders and the experiences of other States, it might some day become one of the permanent charitable institutions of the State. But little was known of the actual need of such an establishment.

The statement, in the first published report of the Institution, that there were probably 1500 idiots in Illinois, was regarded as an exaggeration. Careful statistics have since shown that the number was greatly under-estimated.

It was not believed that the condition of idiots in the State was as bad as it was represented to be in other States. The result of careful investigation has proven it to be in every particular.

The Institution has developed the fact that idiots can be improved greatly, can be made to enjoy life in a rational manner, and that such Institution relieves society and benefits its pupils and patrons in a much greater degree than was expected of it. Its existence awakened inquiry which resulted in the demonstration of the fact that its field for usefulness was quite as large as that of hospitals for insane, and much larger than that of institutions for the deaf and dumb or blind, and that in the accomplishment of a good work, as far as it has had opportunity it compares favorably with those institutions.

The Institution has developed the fact also that many are anxious to improve the condition of their children, so many that it cannot accommodate one-half of those for whom applications have already been made for admission.

The rapid growth of the Institution has been due in a great measure to the disposition shown by its patrons to extend the knowledge of its existence and to counsel friends of such children to avail themselves of its advantages. They have been always zealous missionaries in their circles of influence, which will account for the fact that certain localities of the State are better represented than others.

The testimony of its patrons, all visitors, editors, the members of the several General Assemblies which have convened since its organization and their committees on charitable institutions, and the action of the last General Assembly in incorporating it as one of the permanent charitable institutions of the State, are such unequivocal evidences of its success that it is hoped it may not be permitted longer to remain so circumscribed in its opportunities for usefulness.

During the second year of the existence of the Institution the family mansion leased for its use was found to be much too small. When, in 1867, a frame building (60×32 feet, three stories) was added, it was the same year filled with more pupils than it could comfortably accommodate. In 1870 another frame building (50×30 feet, with basement, and two stories) was added, which was soon crowded with seventy pupils.

During the last summer a hospital building has been added in order that pupils afflicted with serious illness or contagious diseases might be separated from the main body of pupils, and our number of pupils has already been increased to eighty-two, and many seeking admission have this year been unable to gain admission.

Urgent appeals have had to be disregarded for want of room to accommodate the subjects of them, and the only letters of disappointment and dissatisfaction that have been received at the Institution are those from parents whose children could not be admitted or had been discharged to admit in their places others who gave promise of a greater degree of improvement.

Our buildings are cheap frame structures, built with a view to only temporary occupation, are inconveniently arranged, and are connected by long covered ways which cannot be heated safely, and can only be said to shelter their inmates. The danger from fire with such an assemblage of frame buildings, crowded with helpless children, gives rise to much anxiety and necessitates constant watchfulness and care on the part of officers and employees.

The difficulties in the way of giving our pupils the care and attention which their best welfare demands in inconvenient buildings, and with only temporary arrangements for their custody and management, are

keenly felt in our daily experiences ; and we sincerely hope and trust that the members of the next General Assembly will visit and thoroughly inspect our present accommodations, in order that they may fully appreciate our situation and the necessities of the Institution.

The fact that we must leave this property two years hence, upon the expiration of our lease, renders it imperatively necessary that an appropriation be made, in order that another building may be then ready for the reception of our pupils. With an increased number of pupils and a suitable building, the inmates could be better classified and could be supported at a much less annual cost, *per capita*, than under the present circumstances.

In conclusion, I desire again to express my appreciation of the labors of the officers, teachers, attendants and domestics who are engaged with me in this work ; for from the faithful performance of their duties have resulted, in a great measure, the success of the Institution.

Hoping that the same kind Providence which has seemed to bless and prosper our Institution thus far in its history, may open the way for a more extended field of usefulness for it in the future, this report is

Respectfully submitted.

C. T. WILBUR, M. D.,  
*Superintendent.*

## FINANCIAL REPORT.

*Receipts and Expenditures for the year ending December 1, 1872.*

## RECEIPTS.

Cash remaining Dec. 1, 1871.....	\$2,182 21
From State Treasury, for quarter ending Feb. 29, 1872.....	5,750 00
" " " " " " May 31, 1872.....	5,750 00
" " " " " " Aug. 31, 1872.....	5,750 00
" " " " " " Nov. 30, 1872.....	5,750 00
counties and parents, for clothing, traveling, and other expenses.....	1,391 65
sale of stock, etc.....	47 03
city of Jacksonville for labor of pupils on streets.....	20 00
<b>Total.....</b>	<b>\$26,620 89</b>

## EXPENDITURES.

**PROVISIONS AND HOUSEHOLD SUPPLIES.**

beef fresh	\$634 58
beef salt	70 28
beef dried	7 28
butter	380 35
beans	9 86
backbone	8 95
bread	168 90
crackers	53 91
cheese	25 16
coffee	157 00
codfish and oil	25 45
cream tartar and soda	14 85
flour	50
extracts	4 25
eggs	106 58
flour	843 44
fish fresh	124 83
fish salt	51 00
fruit fresh	528 42
fruit dried	53 35
fruit	27 64
ham	125 80
honey	13 00
lard	7 10
lard and starch	26 18
lard	188 00
lard	74 17
lard	1 26
lard	67 05
lard	111 21
meats and vegetables	493 26
meats	157 23
meats fresh	80 32
meats	62 75
meats	41 55
meats	26 40
meats	530 08
meats	15 65
meats	26 04

Soda .....	\$1 28
Soap .....	304 2
Tapioca .....	1 2
Tea, black .....	1 1
Tea, green .....	70 0
Tongues and tripe .....	18 0
Vinegar .....	33 3

## FURNITURE, BEDDING, ETC.

\$5, 761 7

Barrels, tubs, buckets and baskets .....	\$42 3
Brooms and brushes .....	73 4
Blankets .....	307 1
Bed spreads .....	70 5
Buttons .....	8 6
Clothes lines and pins .....	16 9
Carpeting, oilcloth and bindings .....	384 4
Crash .....	28 1
Curtain goods .....	12 9
Combs .....	24 7
Clothing .....	483 3
Cambrie .....	5 3
Cassimere .....	22 7
Clocks .....	3 7
Domestic .....	61 6
Drilling .....	17 0
Furniture .....	416 7
Flannel .....	66 0
Gingham .....	54 9
Glass .....	46 1
Glassware .....	23 9
Hickory .....	31 0
Hose .....	27 0
Hoods .....	6 2
Hooks and eyes .....	1 1
Hardware, iron, etc .....	317 7
Jeans .....	1 0
Knives and forks .....	11 1
Kitchen furniture .....	115 7
Linen table cloths .....	6 7
Linen napkins .....	6 7
Mats and matting .....	3 1
Mattresses .....	491 1
Piano cover .....	10 1
Pins and needles .....	4 1
Queensware .....	172 1
Shoe laces .....	13 1
Shoes, boots and repairs .....	210 1
Skirts .....	22 1
Towels .....	39 1
Tapes, braid, etc .....	8 1
Thread and trimmings .....	28 1
Ticking .....	26 1
Yarn .....	3 1

## STOCK AND STABLE.

\$3, 733

Buggy .....	\$285
Blankets .....	14
Feed, corn, oats and bran .....	324
Hay .....	154
Repairs, blacksmithing and horse shoeing .....	156
Straw .....	4
Wagon .....	200

## SALARIES, WAGES AND LABOR.

\$1, 140

Salaries .....	\$4, 481
Wages .....	2, 783
Labor, including that of mechanics .....	705

## MISCELLANEOUS.

\$7, 969

Apparatus for school room and pupils .....	\$333
Architect's expenses for drawings .....	50
Books .....	43
Bell .....	25
Blacking .....	4
Chalk crayons .....	5
Carbolic acid, 47½ gallons .....	47
Christmas presents, (refunded by parents) .....	21

Drugs and medical supplies.....	\$143 80
Drayage.....	5 37
Express.....	5 15
Freight.....	135 72
Fuel, wood.....	345 50
Fuel, coal.....	911 60
Gas.....	394 39
Gas fixtures.....	48 95
Garden tools.....	19 91
Galvanized iron for pipes, flues and chimneys.....	98 30
House and land rent.....	1,000 00
Ink, pens, pen holders and pencils.....	29 25
Lumber.....	1,199 95
Lime.....	19 78
Hatchets.....	8 25
Machines, (washing).....	8 00
Postage.....	136 21
Piano repairs, etc.....	32 00
Printing.....	245 25
Paints and oils.....	261 37
Plumbing, iron pipes, valves, stop cocks, etc., for introduction of water and gas fitting.....	691 94
Pastering and brick laying.....	468 65
Repairs.....	112 15
Sewing machines, fitting and repairs.....	6 99
Seeds, (garden).....	14 38
Stationery.....	175 28
Stoves and repairs.....	247 68
Money returned which had been paid in advance for clothing, etc.....	24 70
Tiling, (drain).....	36 00
Traveling expenses, (partially refunded).....	192 43
Trustees' expenses.....	138 00
Telegraphing.....	60
Tin roofing for covered ways.....	80 50
Wall paper.....	65
	<b>\$7,764 37</b>
Total expenditures.....	<b>\$26,390 17</b>

## RECAPITULATION.

Total receipts from December 1, 1871, to December 1, 1872.....	\$26,620 89
.. disbursements for year ending December 1, 1872.....	26,390 17
Cash remaining December 1, 1872.....	230 72

## FURNITURE AND INSURANCE FUND,

## RECEIPTS.

Cash remaining December 1, 1871.....	\$36 76
From State Treasury for quarter ending February 29, 1872.....	125 00
.. .. .. May 31, 1872.....	125 00
.. .. .. August 31, 1872.....	125 00
.. .. .. November 30, 1872.....	125 00
Total receipts.....	<b>\$536 76</b>
Expended for insurance.....	\$279 87
.. .. furniture.....	251 00
Total.....	<b>530 87</b>
Cash remaining December 1, 1872.....	<b>\$5 89</b>

Respectfully submitted.

C. T. WILBUR, M. D.,  
*Superintendent.*



## ACKNOWLEDGMENTS.

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The Institution is indebted for the following contributions :

**Publishers of Chicago Journal of Commerce, for weekly paper.**

"	Springfield Journal,	for daily paper.		
"	Quincy Whig and Republican,	for weekly paper.		
"	Rock Island Argus,	" " "	"	"
"	Sterling Record,	" " "	"	"
"	Central Christian Advocate,	" " "	"	"
"	Northwestern " "	" " "	"	"
"	Jacksonville Sentinel,	" " "	"	"
"	Ladies' Repository,	for monthly magazine.		
"	Golden Hours,	" " "	"	"
"	Child's World,	for 60 copies of paper.		
"	Well Spring,	20 " "	"	"
"	S. S. Advocate,	20 " "	"	"

We are also indebted greatly for favors from the officers of the following railroads :

Chicago, Alton and St. Louis Railroad.  
 Toledo, Wabash and Western Railroad.  
 Ohio and Mississippi Railroad.  
 Milwaukee and St. Paul Railroad.  
 Chicago and Northwestern Railroad.  
 Illinois Central Railroad.  
 Chicago, Burlington and Quincy Railroad.  
 Chicago, Rock Island and Pacific Railroad.  
 Indianapolis, Bloomington and Western Railroad.  
 Toledo, Peoria and Warsaw Railroad.  
 Western Union Railroad.  
 Indianapolis and St. Louis Railroad.  
 St. Louis and Southeastern Railroad.  
 Jacksonville, Northwestern and Southeastern Railroad.  
 Chicago, Danville and Vincennes Railroad.  
 Quincy, Alton and St. Louis Railroad.  
 Fairbury, Pontiac and Northwestern Railroad.  
 St. Louis, Alton and Terre Haute Railroad, Belleville Division.  
 Paris and Decatur Railroad.  
 Peoria and Rock Island Railroad.  
 Rockford, Rock Island and St. Louis Railroad.  
 Springfield and Illinois Southeastern Railroad.  
 Burlington, Cedar Rapids and Minnesota Railroad.  
 Peoria, Pekin and Jacksonville Railroad.



Gilman, Clinton and Springfield Railroad.  
Pennsylvania Central Railroad.  
Pittsburg, Fort Wayne and Chicago Railroad.  
Louisville, New Albany and Chicago Railroad.  
Marietta and Cincinnati Railroad.  
Kansas Pacific Railroad.  
St. Louis, Kansas City and Northern Railroad.  
Hannibal and St. Joseph Railroad.  
Lawrence, Leavenworth and Galveston Railroad.  
Also, East St. Louis Transfer Company to C. & A. R. R.

## APPENDIX.

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It has been customary to send the children home two months each year, July and August, for a vacation.

In 1872, during the annual vacation, a printed formula of questions was sent to parents and friends of pupils, designed to call their attention to the particulars of each child's improvement, and to a more careful scrutiny of their general behavior and condition, in comparison with what it was when they were first sent to the Institution, with the request that they would answer the questions, and return the formula, that their testimony might be recorded, showing whether the results of the efforts to teach and train their children were satisfactory to them, and were fully answering their expectations.

Parents and friends are the best judges in many respects of the improvement in their children—as they were thoroughly familiar with their condition when they were sent to the Institution, and could contrast it with what it was while at home during the vacation, and thus be able to appreciate improvement or beneficial results, if any had taken place.

It must be remembered, that some of the cases were taken on trial, and were found to be custodial cases, and were not the best subjects for the school room; even these, however, have been benefited to a greater or less extent, but the real aim and design of this Institution has been to educate the better class of imbecile children—those who were likely to improve to the most profitable extent.

I will now introduce some of the questions asked and the answers received, giving the exact answers of the parties, as they are now on file in the Institution, in the hand-writing of their parents or friends. The length of time these children were in the school varied from six months to three or more years, averaging about eighteen months each.

Question—"Is there any improvement in his or her health?"

Answer—"Considerable."—"There is."—"I think there is a large improvement."—"He is more rugged."—"A great deal; his health could not be better."—"He is not so much troubled with headache, which used to be his only trouble as regards health."—"There is improvement in her health."—"Yes, there is."—"There is."—"There is

quite an improvement.”—“Her health is decidedly better.”—“Yes.”—“I think that there is a little improvement.”—“I think so.”—“Yes.”—“I think her health is better than when she left home.”—“Some healthier than he was last summer.”—“There is a great deal.”—“Yes.”—“His health is much better.”—“She looks better and healthier than ever before.”—“Her health has improved very much.”—“Yes, a decided improvement.”—“Good deal.”—“There is.”

Q—“Is there any improvement in his or her personal appearance, or does his or her countenance indicate any more intelligence?”

A—“Yes.”—“Yes.”—“I think there is.”—“I answer in the affirmative.”—“There is, in both.”—“Has more expression of countenance.”—“We are very well pleased with improvement, both in his countenance, and we think it indicates more intelligence.”—“There is a marked improvement.”—“There is; at least, I think so.”—“There is improvement in her appearance and she is more intelligent.”—“I think there is quite an improvement in her appearance, and her countenance indicates more intelligence.”—“I think there is; yes, she seems more intelligent.”—“Yes.”—“Improvement in personal appearance is quite marked during last year.”—“His personal appearance is very much improved.”—“Much more than last year.”—“Her personal appearance is very much improved, and her countenance indicates a great deal more intelligence.”—“I think he appeared more intelligent when he came home.”—“Yes, indeed.”—“Some little more intelligence in countenance.”—“His personal appearance is very much improved, and I am satisfied his countenance indicates more intelligence.”—“Yes, it does.”—“There is considerable improvement in his appearance; he has a more intelligent countenance.”—“Quite as much.”—“I think that she has improved in both personal appearance and intelligence.”—“I think there is.”—“Some, I think.”—“I think his countenance does indicate more intelligence.”—“They do.”—“Yes, and his countenance does indicate an improvement in intelligence.”—“There is some improvement in her personal appearance, also her countenance indicates more intelligence; she has more strength than she had before and better control of herself.”—“Yes.”—“Yes, he seems more intelligent.”—“Great deal more.”—“There is a great improvement.”—“Yes, I think there is in both.”—“Much improvement in her personal appearance, and her countenance shows much more intelligence.”—“Very much in both.”—“His personal appearance is much the same; his countenance shows more intelligence than formerly.”

Q—“Is there any more control of the muscular system in his or her case?”

A—“Yes.”—“Yes.”—“There is, far beyond my expectation.”—“Some.”—“And a decided improvement in control of the muscles.”—“Yes.”—“She has better motion.”—“Yes, there is.”—“There is.”—“There is.”—“There is.”—“I think there is.”—“Some.”—“Yes.”—“Yes.”—“I think he has.”—

"Yes."—"She has more control of herself."—"She has improved."—"Yes."—"Yes."—"She does."—"Yes."—"Yes, there is."—"Yes; great deal more."—"Yes."—"There is, much."

Q—"Does he or she stand more firmly, or walk better?"

A—"Yes."—"I think she does."—"Yes, sir; she does both."—"He does."—"A nervous movement of the hands, especially at the table; is much improved."—"I think he does."—"Yes."—"She does stand better and walks better."—"She stands more erect and walks better."—"Yes; she walks better and stands more straight."—"About the same."—"Her manner of walking is improved."—"He is more firm in the movement of the body."—"He does much better."—"She does."—"He does."—"Very much better."—"Yes."—"I think he does."—"Yes."—"Stands a good deal firmer with body erect, and walks very much better."—"In both cases he has made great improvement."—"I believe there is a little improvement."—"I think she walks much better than formerly, and stands more firmly."—"She does."—"Yes."—"Yes."—"She does."—"Yes."—"He does."—"She walks better."—"He stands more firmly, but continues to walk on his toes or with the heel raised."

Q—"Has he or she more control of his or her arms and hands than formerly?"

A—"Yes."—"I think she has from all appearances."—"He is more quiet and less care than formerly, talks better, having at command a greater variety of words."—"Yes."—"She has."—"I think she has."—"I think she has."—"Yes."—"About the same."—"He has."—"Yes, he has."—"She has; she can make good use of them."—"Yes, he has."—"Yes."—"Yes."—"Yes."—"Yes, very well."—"Yes."—"She has more control of her arms and hands, and there is decidedly great improvement."—"I think she has a little."—"She has."—"A great deal."—"She has a great deal more than before, also can lift more."—"She has."—"He has."—"Yes."—"He always was strong in the arms and hands, and now has complete control of them."

Q—"Is he or she less nervous?"

A—"Yes."—"Very much less."—"He is."—"Judging from her actions she is."—"Yes."—"Much less so."—"About the same; I never thought her nervous."—"She is."—"Yes."—"Yes."—"He is."—"Her nerves seem stronger."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Less nervous."—"Yes."—"I think she is less nervous than formerly."—"Yes, there is quite a marked improvement in this respect."—"She is."—"I think he is."—"Yes."—"Yes."—"She is much less nervous."

Q—"Is he or she less awkward?"

A—"Yes."—"I think so."—"He is."—"Yes, sir."—"Yes."—"I think he is."—"I think, perhaps, he is."—"Yes."—"I think that she is; she is especially at the table."—"A decided improvement in her actions."—"I think she is."—"I think she is."—"Yes."—"She has improved much in

this respect."—"Yes."—"She is."—"He is better in that respect."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Very much less."—"There is decidedly a great change."—"I think he is."—"Yes, a little."—"I think she is less awkward than formerly."—"She is."—"Yes."—"Yes."—"She is."—"Yes."—"He is."—"Yes."—"She is."

Q—"Is he or she more active?"

A—"Yes."—"Yes, I think so."—"She is."—"Yes."—"His memory, which was always good, is still better; his general ideas are very much better; very much like other children of strong mind."—"Much more so."—"She is much quicker and firmer and not so slothful."—"Yes."—"He is more active at play than work."—"He is."—"He certainly is."—"She is."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"I think she is."—"She is more active than formerly."—"Yes."—"Yes."—"Yes."—"Yes."—"I think she is."—"I think he is."—"Yes."—"She is."—"He is."—"She is active enough, but more quiet about it."

Q—"Is there any improvement in waiting upon himself or herself, or in behavior at the table; if so, in what respect?"

A—"Yes."—"Yes, in all respects."—"Considerable."—"She has improved in her manner at the table wonderfully; she always waits to be waited upon."—"A large difference."—"He waits upon himself and handles his knife and fork much better and assumes a better position."—"I think in this he has far excelled all expectations."—"A decided improvement."—"She has improved greatly in waiting upon herself; her manners at the table have improved considerable; before, she was uneasy, frequently leaving her seat, snatching at others' plates and dishes; now she has quit that."—"There is a decided improvement; she is less inclined to eat too much, as she used to do before she was at the Institution."—"Her behavior is better at the table; she eats more lady-like, and asks very politely when she wishes anything."—"Yes, she is more patient at the table."—"Yes, very great."—"She is very neat and orderly at the table, also very quiet."—"There is."—"He is more mannerly at the table; he uses knife and fork; goes to and returns from table more quietly than before."—"There is; he is more easily pleased."—"More polite at table, and can assist herself better than before."—"He never gave much trouble at table, except that he was impatient to commence eating, and put too much food in his mouth; he will now wait quietly to be helped, and does not fill his mouth."—"Very much, in all respects."—"Can feed himself well, and is orderly and obedient."—"Yes, he is more handy, and his behavior is better; he is more orderly and cleanly at the table."—"Is more patient."—"There is great improvement in all respects."—"In waiting until he is served."—"He behaves very nicely at the table, more so than formerly."—"Yes, he sits more straight, and waits until he is helped, and handles his knife and fork better, and does

not leave until all are ready.”—“She has more knowledge of holding her knife and fork.”—“She has improved greatly.”—“A great improvement.”—“There is a great improvement in her behavior at the table; also, in waiting upon herself.”—“He is more patient to be waited on.”—“Improved very much.”—“She waits on herself.”—“He acts a little more polite.”—“He continues to improve in these respects, particularly in his behavior at meals.”—“Much improvement, and now waits until waited upon; and can tell what she wants, and behaves well.”—“Sits more quietly, and waits until he is waited on.”

Q—“Can he or she assist more in dressing or undressing or in taking any other care of himself or herself? If so, to what extent and in what respect?”

A—“He washes, dresses and combs his hair and takes more care of his clothes.”—“Yes, I think she can take better care of herself.”—“He can in every respect.”—“When she first went to the Institution she could not dress nor undress herself; now I am happy to inform you she can do both.”—“Yes, takes better care of his person.”—“The dressing part and taking care of himself there is not much difficulty.”—“He has improved in self control.”—“Yes, he seems to attach more importance to his personal appearance.”—“She can and does dress and undress herself, she puts on her own dress and apron; before, she did neither.”—“She helps herself in various ways.”—“She can dress herself better, has more pride in every respect.”—“She dresses and undresses herself except buttoning her dress and tying her shoes.”—“Yes, she will assist more in dressing, and is more particular about her clothes.”—“Yes.”—“He can dress himself.”—“She can dress and undress herself very well.”—“He dresses himself without assistance.”—“Yes, he can; he has more control over his temper.”—“Dresses more rapidly, and when desired to do so, will go for a basin of water and wash himself. Previous to his admission he could not wash himself, and did not seem to recollect long enough to go and get a basin of water.”—“He can now both dress and undress himself.”—“He can now dress and undress himself.”—“Yes, he is as handy in dressing himself as any child of his age.”—“In all respects.”—“He can.”—“I believe he can, and he ties up his shoes better.”—“She can assist herself more in dressing and undressing than formerly.”—“She now dresses and washes herself and combs her hair and looks quite smart.”—“A great improvement.”—“She can; she also puts everything in its proper place.”—“To a considerable extent and in most respects.”—“In all these, much better.”—“She can.”—“Great improvement in this for he will now undress and go to bed without assistance, when required.”—“She can now dress and undress herself without help, and put away her clothes, and know her own garments, even some that she had not seen for months.”

Q—"Is there any improvement in habits of personal cleanliness ; any more regard for neatness in dress ?"

A—"Yes."—"A great improvement in this respect."—"There is."—"She has improved beyond my expectation in her habits of personal cleanliness. I think she has some more regard for neatness than she had before going to the Institution."—"Yes."—"He has considerable regard to keeping himself clean and neat in dress."—"Considerable."—"There is a great improvement in these respects."—"There is a decided improvement in all respects."—"I think there is ; she is more particular with her clothes."—"Yes, I think there is."—"Some."—"She is now quite particular about keeping her hair combed."—"There is."—"There is a decided improvement in both."—"There is some improvement in these respects."—"Yes, indeed."—"Yes."—"Yes ; scarcely wetting his pantaloons, which was almost always the case before."—"Yes."—"Yes."—"Yes."—"Neater and more tidy in dress in all particulars."—"There is some."—"Decided improvement in neatness."—"She always was neat and clean ; she is more fond of dress."—"She now likes to look nice and neat."—"Yes, a marked difference in this respect."—"Yes."—"There is ; if she sees a spot of dirt on her dress, she goes right away and gets a brush and cleans it off."—"I think she does."—"Yes."—"There is."—"Yes, marked improvement in these respects."—"Much more in all respects ; likes to be clean now if she has to wash quite often."—"Keeps his clothes more clean, and is very particular in regard to his hands being clean."

Q—"Is he or she less troublesome than formerly.?"

A—"Yes."—"Yes, much less."—"He is."—"Yes, sir."—"Yes."—"Much less so."—"I do not think she is as much trouble as formerly."—"She is less trouble."—"She is."—"I think she is."—"He is."—"There is a great improvement in this respect ; her disposition is much changed."—"He is easier governed than he was."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes, very much."—"She is, truly."—"Yes, he does not stroll off as he used to."—"Yes, a little."—"Yes."—"Much more so ; is now scarcely any trouble."—"Yes."—"She is less troublesome."—"Much less so."—"I think he is."—"No trouble, at all, this summer ; formerly a great deal of trouble."—"Yes, becomes less troublesome each year."—"Much less troublesome in many respects ; will mind so much better."—"Very much less."

Q—"Is there any improvement in speech ; that is, does he or she talk more, or more distinctly ?"

A—"There is improvement in speech, but he talks less."—"There is improvement in his speech ; he talks more distinctly."—"He does."—"Well, we think he has improved a little."—"He talks much better."—"There is a decided improvement in her speech ; talks more and plainer,"

—“About the same, but uses better language.”—“His speech is more easily understood.”—“There is a great change in that respect.”—“His speech is improved.”—“Yes.”—“Yes, talks less, but more distinctly.”—“A little plainer.”—“There is great improvement in speech. He talks more plainly and distinctly.”—“A little.”—“She now speaks some words very plain.”—“Yes, and he talks less. His failing in this respect before attending the school was a constant talking.”—“Great improvement.”—“I think there is; he talks more.”—“A little better.”—“She has improved a great deal.”—“We find more improvement in this respect this year than ever before, and feel quite encouraged.”—“She did not talk any when she went to the Institution, but can now say many things, and make herself understood very well.”

Q—“Has he or she any more idea of language; that is, does he or she understand any more what is said to him or her than formerly?”

A—“Yes.”—I believe she does.”—“He does.”—“Some.”—“Some, I think.”—“Yes, he has improved a good deal in this.”—“He understands much better.”—“But while she has been at the Institution she has learned some new tunes, which she hums over, and she understands what is said to her. She will bring you a drink, book, broom or paper, or anything about the house.”—“She has a better idea of language, and understands what is said to her better, and if told to do anything moves quicker.”—“I think she has a great deal more.”—“I think she understands better.”—“In this particular he has improved very much, and in this my hope rests.”—“She understands better than ever before.”—“She now seems to understand everything we say to her.”—“Yes.”—“I think so.”—“There is improvement in that direction; as much as could be expected.”—“Yes.”—“Her ideas of language are good, and her understanding is improved greatly.”—“I believe he has a little.”—“She seems to understand all that is said to her, but cannot express herself.”—“She understands everything that is said.”—“Has a much better understanding than formerly.”—“She has.”—“Yes.”—“Has more idea of, and uses better language.”—“She does.”—“Very great improvement in this respect.”—“She now seems to understand almost everything that is said to her.”—“Yes, he understands better what is said to him.”

Q—“Does he or she use a greater variety of words?”

A—“Yes.”—“Yes.”—“He does.”—“Yes.”—“Some more.”—“Perhaps he does a few more.”—“He does.”—“She does.”—“I think she does.”—“I think she does.”—“Yes.”—“She has improved in that.”—“Yes.”—“Yes.”—“Yes.”—“She does.”—“He uses some more words.”—“Yes, and tries to select better words.”—“Yes.”—“She does.”—“I think he does.”—“Yes.”—“She does.”—“Yes, many more.”—“She does.”

Q—“Has he or she any more idea of forms and colors?”

A—“She has some.”—“Yes, he has.”—“Yes, sir; she has improved in that respect.”—“Yes.”—“Yes.”—“Her ideas are much better of forms



and colors."—"I think she has some."—"Yes."—"Yes."—"Yes."—"Some."—"Yes."—"Yes, there is a marked improvement."—"Yes."—"Yes."—"Considerable improvement."—"A great deal more."—"She has more ideas of form and color than formerly."—"Think she does."—"Yes."—"She does."—"Perfectly familiar with them."—"Shows some improvement in form; have not tried in colors."

Q—"Does he or she notice more what is going on about him or her; that is, does he or she use his or her senses more?"

A—"Yes."—"Yes, I think so."—"He does."—"She does, and uses her senses as well as I could reasonably expect, for one in her condition."—"Yes."—"He has improved in this."—"Yes."—"She now notices everything that is going on."—"Yes, I think she does."—"He does."—"She does."—"She seems brighter, and uses her senses much better."—"I think he has improved in that."—"A good deal more."—"Yes."—"Yes."—"Yes."—"Yes."—"There is a great change."—"I think he does."—"She notices all that is going on about her, and seems to understand."—"Yes."—"Yes."—"She does."—"Decidedly."—"I think he does."—"A great deal."—"She does."—"We notice improvement in this."—"Great deal; watches most everything going on, and imitates it first rate."—"A great deal more than previously."

Q—"Has he or she made any progress in common school studies, as reading, writing, geography, and the relations of numbers?"

A—"Yes."—"Yes."—"She improved in this a little."—"In geography and reading."—"Yes."—"He has in reading."—"Before entering the Institution he could scarcely write his name; after six months' attendance he was able to write a very good letter, quite plainly written, and correctly spelled."—"He has made considerable improvement in all these studies."—"She has a better idea of numbers."—"He improved a little."—"He is very much improved."—"He has made great improvement in reading."—"She has improved very much in all these."—"Yes, in numbers."—"Yes."—"Considerable improvement in that way."—"In each branch there is great improvement."—"Yes, in reading and writing; full as much as could be expected."—"Yes, there is a marked improvement in this respect."—"She has."—"In all these reads well and writes beautifully."—"He counts more numbers than ever before."—"Counts some, and makes some letters; we have not tried her much in this respect."

Q—"Is his or her attention more readily fixed upon any object?"

A—"Very much more."—"It is."—"Yes."—"It is."—"I think it is some more."—"I think it is."—"Yes."—"It is."—"It is."—"It is much more."—"Yes; some more."—"Yes."—"Yes."—"Yes."—"Yes."—"Have not noticed."—"Yes."—"Yes."—"Somewhat."—"I think it is."—"Yes."—"It is."—"I think so."—"Much more, and continues to do and finish a job before she leaves it better than she used to do."—"It is."

Q—"Has he or she any more judgment in practical matters of every day life?"

A—"Yes."—"Yes."—"Yes, I think so."—"Yes."—"He seems to realize more."—"Decidedly so."—"She has; she will separate various colors and place all of the same color by itself."—"She has."—"I think she has some more."—"In things generally she has."—"She has."—"Yes."—"There is a great change there."—"Yes; he has some more than before."—"Yes."—"Yes."—"Yes; very much."—"Great improvement."—"Yes."—"Yes."—"She has."—"Yes."—"She has very much more."

Q—"Has he or she any more self control?"

A—"Yes, much."—"Yes."—"He has."—"She has."—"Yes."—"Yes; he has improved since he was home before in this instance."—"Very much improved in this respect."—"I think she has."—"She has."—"He has."—"A great deal more."—"Yes."—"Yes, some."—"Yes."—"Considerable."—"Yes."—"Yes."—"Yes."—"Far better."—"He has."—"I think he has."—"I think he has more self control."—"She has."—"We notice a marked difference in this regard for the better."—"Yes."—"She has."—"Yes."—"I think he has."—"Yes."—"She has."—"Yes; much more."—"We think she has improved as much if not more in this than in anything else."—"She is so much more obedient."

Q—"Has he or she any more steadiness of purpose, or perseverance in accomplishing anything he or she wishes, or in obeying any command?"

A—"Yes."—"A great deal more."—"I think she has."—"He accomplishes more."—"I think she has improved greatly in all these respects."—"He is more quiet, more obedient, his temper formerly quite hasty is subdued and in all respects improved. We are highly gratified with the advancement. He has been at work in the country most of the time since his return, preferring work rather than to be idle."—"In this there is a great improvement."—"Yes."—"She has some steadiness and obeys better."—"I think she has, and she is better to obey commands."—"She is more obedient."—"She is much more obedient."—"She has."—"He has."—"I see a great improvement there."—"Yes."—"Yes; he can and does obey."—"Yes."—"He obeys more readily."—"Yes."—"Yes."—"Yes to all these questions."—"Yes."—"Great change in all."—"Believe he has a little."—"In this respect the improvement is much greater than we ever expected."—"Yes."—"She is very persevering about what she undertakes."—"Yes."—"Yes."—"He is more obedient."—"Yes."—"She has."—"His perseverance was always remarkable; in obeying commands he is much more ready."—"Much more in all respects."—"He obeys commands better."

Q—"Is he or she more quiet in his or her manners?"

A—"Yes."—"Yes."—"Yes, sir; she is more quiet."—"A little."—"Yes."—"She is."—"She is more active; less inclined to drowsiness."—"Yes; she is."—"She is."—"He is."—"She is remarkably quiet."—"His

manners are much improved."—"Yes."—"Yes, some."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Very much."—"She is."—"He is."—"He is."—"Yes."—"She behaves much better."—"Yes."—"Yes."—"She is."—"Yes; very much more."—"Yes; he is."—"Very much more so."—"She is."—"Yes."—"She is."—"He is not so boisterous."

Q—"Is he or she more obedient?"

A—"Yes."—"Yes."—"Yes."—"She is more obedient and not so self-willed."—"A great improvement in this is visible."—"Yes."—"Somewhat."—"She is more obedient and quicker to obey."—"She is."—"Yes, she minds when spoken to."—"Yes."—"He is."—"She is."—"Yes."—"Some."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"There is, as much in this branch as in any other, a great change."—"He is."—"I believe he is."—"Sometimes."—"She does everything that is told her."—"A great deal more so."—"Yes."—"Yes."—"Yes."—"I think he is."—"Yes."—"She is."—"He is now very obedient, and understands more easily what is required."—"Much more."—"He is."

Q—"Does he or she recognize more clearly the distinction between right and wrong?"

A—"Yes."—"Yes, I believe so."—"Yes, sir."—"Yes."—"He seems to have a better understanding of things around."—"He does."—"He certainly has a better sense of them."—"She does."—"She does distinguish better between right and wrong, and is not so cruel to domestic animals (the little dog)."—"I think she does."—"He does."—"I think she does."—"He does."—"She seems to understand that perfectly."—"Yes."—"He can."—"Yes."—"Yes, there is a marked improvement in this particular."—"Yes."—"Think so."—"Yes."—"Yes."—"She does, indeed."—"I think he does."—"He does some."—"Yes, I think he does a little."—"Yes."—"She now seems to realize what is right and wrong."—"She does."—"Yes."—"Yes, I think he does."—"Yes."—"She does."—"She does."—"To some extent."

Q—"Is his or memory improved?"

A—"It is improved."—"Her memory is excellent."—"I think it has."—"A little."—"Very much."—"I have carefully watched her since she came home, and her memory is very much improved."—"We think it is, some."—"It is."—"Yes."—"Some."—"Yes."—"Yes."—"Yes."—"Yes."—"It has."—"I think it has."—"I think it has."—"It has."—"Yes."—"I think it has."—"Great deal."—"We think it has."—"We can see that it has much."

Q—"Does he or she use more connected sentences?"

A—"Yes."—"Yes."—"Considerable."—"Yes."—"Yes."—"She does connect words better."—"I think she does."—"He does."—"I think she does."—"He does."—"Yes, indeed, he does."—"Yes."—"Yes."—"Yes."—"A great many more."—"Some more connected sentences."—"Yes."—"Yes."—"Somewhat."—"Talks better than some of the people in the

country where she was visiting this summer."----"She does."----"Yes, we are happy to say he does."----"Much more."

Q----"Is he or she less selfish?"

A----"Yes."----"I think she is."----"He is."----"She is, to some extent."----"Yes."----"Yes."----"Much less so."----"A great improvement in her general disposition."----"Yes, she is."----"She is."----"Yes."----"She is."----"Some."----"Yes."----"Yes."----"Yes."----"Yes."----"Yes."----"I think he is."----"Yes."----"She is."----"Yes."----"She is."----"Yes."----"She is very kind to the baby."

Q----"Is he or she more affectionate and good tempered?"

A----"Yes."----"Very little."----"She is more affectionate, and is improving in her temper."----"We think he is."----"He is more considerate in his conduct to his friends, and much better tempered."----"She is not near so peevish, and has improved in her temper."----"I think she is."----"She is, and she never gets angry at reproof as formerly, but is always sorry, and promises to be good."----"He is."----"She is more affectionate."----"Yes, indeed."----"Yes."----"Yes."----"Yes."----"Yes."----"I cannot see that he is more affectionate, he always was an affectionate boy, but he is better tempered."----"Yes, very much."----"He is."----"Always was affectionate, is much better tempered."----"Yes."----"She is."----"She was always affectionate, and her temper is improved."----"Yes, I think he is."----"Yes."----"She is."----"He always was affectionate, and he now controls his temper much better."----"Much better tempered, and we think is more affectionate, or knows better how to show it."----"He is."

Q----"Is he or she more capable of useful occupation?"

A----"Yes."----"Yes."----"Yes, she is."----"He is."----"Yes."----"I think, perhaps he is."----"Much more so."----"She is."----"She is."----"He can be made to do little chores."----"She can do a good deal of work, and do it well."----"She has a better understanding of how to do than ever before."----"Yes."----"He is."----"She certainly is."----"I think he is."----"Some."----"Yes."----"Yes, he will carry in wood and turn the handle of a churn."----"Yes."----"I think so."----"Yes."----"Yes, very much; takes notice how things should be done."----"She is, decidedly."----"Believe he is a little."----"Yes, great deal more."----"Yes, a great deal."----"She sews very good, and applies herself more readily to it than any other employment."----"Yes, in domestic duties."----"Yes, indeed; familiar almost perfectly with all kinds of housework, and sews by hand as well as any person."----"She is."----"Every advance in knowledge renders him more capable of useful occupation."----"She is; such as sweeping, washing, ironing and running a wringer," etc.

Q----"Does he or she wish to return to the Institution?"

A----"Yes."----"Yes."----"She wishes to go back to the Institution."----"I cannot give you a definite answer to this question at present, as I have not begun to get her clothes ready. Last year, when I began to

get her clothes ready, she seemed quite anxious to go, and I presume she will this."----"Yes."----"He thinks he will."----"We think he does."----"He does."----"He talks of it with pleasure."----"She calls the Institution home, and says she wants to go home."----"She is willing to return."----"Yes."----"She does; it is her daily talk, and nothing stimulates her so much to right-doing as the promise of returning."----"He does."----"He does; he likes the Institution very much."----"He would be willing to return."----"Yes."----"Yes."----"Yes."----Yes; asks every day when I am going to take her to school."----"I asked her if she wanted to go and see Mrs. Wilbur, and she said she did."----"He has a great desire to return."----"Yes, very anxious to do so."----"She does."----"Yes, many times a day he asks to go to Jacksonville, and every time he sees a team harnessed he wants to go to Jacksonville."

Q----"In what respects are you disappointed in his or her progress since he or she came to the Institution?"

A----"In no respect whatever."----"We think there is more visible improvement this last year than former year."----"We think there is more marked improvement in every respect the last term than ever before, and we are surprised at the change in almost every respect."----"He appears to have made considerable progress in reading and geography, and a great improvement in his judgment of practical matters of every day life. In short, we consider that the Institution has been the greatest of blessings to him and to his parents and friends, for we are confident that the training and instruction he has received in the Institution could not have been given him anywhere else in the State."----"Not in any."----"We are not disappointed, but are pleased with her personal appearance and her good behavior at Sabbath School, her fondness of dress, her willingness to work and her good manners at the table, for which, dear sir, I desire to express to you my gratitude for what you have done for my child. I fear her obscured mind might forever have remained in darkness, had it not been for your worthy and charitable Institution."----"Not in any."----"In none; it is as much as I could expect."----"In no respect are we disappointed, but on the contrary, we think he has done remarkably well, and hope he may continue to improve the next school year as much as he has the last."----"We are well pleased, and think he has done well, and has improved in many things."----"In no way disappointed, but much gratified, and thankful for what has been accomplished for his benefit."----"I am in no way disappointed, but on the contrary, I am well pleased with her improvement."----"I am disappointed at the great improvement in her bodily appearance, and also the improvement mentally, and in her general appearance, in the short time that she attended the Institution for the Feeble Minded at Jacksonville."----"I am not disappointed in her progress; I am very well satisfied."----"We are not disappointed, but pleased, and think she has improved in a great many re-

spects."—"When we first sent him I hoped he would learn to talk; since I have given that up I am content to know he is improving in understanding."—"Her improvement is beyond my expectations, especially the last year, and I have no words to express my gratitude to you for what has been done for her."—"I find that he has improved in reading and writing much more than I expected."—"In no respect whatever; I am not disappointed in any way; I feel very thankful to you for the improvement."—"He has done fully as well as I expected."—"Not any; he has done well."—"None."—"Not in any."—"No respects."—"Nothing but in the use of words."—"I am not disappointed in any respect; in fact he has progressed beyond my expectation in a great many respects, especially in obedience and manners."—"I am not disappointed at all; am glad that so much has been done for her, and hope that she may learn to read some time."—"In no respect; she has improved in each and every branch, and I am heartily satisfied in every respect."—"We are not disappointed in any."—"I am not disappointed; he has improved full as much as I expected in the length of time he was in the Institution."—"Her manners are much better, and she does not drool."—"In this: that the improvement in his case is much more than we expected."—"Am not disappointed in any respect."—"We feel that you are doing all that can be done for her; please accept our thanks for your continued kindness; may God help you in your most noble efforts."—"I expected she would learn to talk, and she has not."—"We are not disappointed, but pleased, and think he has improved."—"Not disappointed at all, but am very much gratified, and feel almost as if she had been completely remodeled."—"She is a great deal better than I expected."—"In no respect are we disappointed in his progress, and shall hail with joy the extension of the privileges of the Institution to a much greater number of this unfortunate class."—"We are not disappointed in any respect, unless it is that we hoped she might learn to talk more; but we shall ever feel grateful for your kindness to her, as well as your patience with her, and hope we may be able to take her back to the Institution again."—"Only in obtaining the idea of words and their uses; that is, we thought he would learn to talk readily, and were somewhat disappointed in that respect, but lay no blame to any one."

The investigations of all Committees and Boards of Commissioners who have been appointed to visit Institutions for the benefit of Idiots, have resulted in a conviction that these schools and asylums have been performing a needful work which could not have been performed without their existence.

Dr. Howe, a member of the State Board of Public Charities of Massachusetts, says of the Massachusetts School: "Many a burdened household has been relieved, for a time at least, and many a sad heart has

been cheered by the work done in this Institution for the improvement of these idiotic children."

Of the Connecticut Institution, the President of its Board of Directors says, in the last report of that Institution: "The work of the Institution has been carried on during the year with uninterrupted success; and each year's experience confirms the practicability of great improvement in the condition, both mental and physical, of the class it is designed to benefit."

The Ohio State Board of Public Charities, in their second annual report to the Governor of that State, dated November 15, 1869, thus writes of the Ohio Asylum for Idiots, which is one of the largest Institutions for this class of children in the country, and already accommodates over one hundred and fifty pupils: "That this Institution is accomplishing a good work none familiar with its history can doubt. The Board, however, think that its usefulness might be largely augmented, without in anywise interfering with the general welfare or happiness of its present inmates.

That quite a number of feeble-minded children, whose education would be wholly impracticable elsewhere, are really educated here to an extent which, at least for the present, greatly promotes their comfort, and may, in many instances, secure their future welfare, is a fact now placed beyond cavil; but the Board feel constrained to ask that this provision be so enlarged as to provide for all the idiotic of the State.

This could be so conveniently accomplished, and with so little expense, and yet at so vast an amount of relief from suffering, and so large an amount of positive good to a class for whom the utmost human sympathies should be felt, that the Board cannot do otherwise than urge it upon the consideration of the State authorities. It is probable that the expense would not exceed that at present incurred by the counties in the miserable maintenance afforded to this class, while it should be borne in mind that many of them are strong, and, under proper direction, their labor could be made, if not positively productive, at least self-supporting, so far as the laboring classes are concerned. That the plan proposed is not only reasonable, but eminently practicable, no one may doubt. It is simply this: Instead of a school for children of feeble minds, let the State enlarge her provision so as to make it, in reality, what to the popular mind it nominally is—an asylum for idiots. There let all the idiots of the State, such at least as are dependent upon it, be congregated. Let a thorough classification, guided by the wisdom and skill of the Superintendent, be made. Such as are competent should be, as at present, educated. Others, physically able, under the direction of competent foremen, should be directed in labor on the farm or in the shops, as might seem best; while a third class, such as could neither learn nor

labor, should be under the constant supervision, day and night, of competent attendants."

Of idiots in county infirmaries, from their knowledge of their condition, from careful investigation, the report continues: "The Board are of the opinion that no human enterprise in which the State could engage, would meet with more prompt or sure reward, or heartier approval, than which would provide for the relief and comfort of the entire idiotic portion of society in our State."

The report of the New York State Board of Public Charities, for 1868, thus speaks of the New York State Asylum for Idiots: "The Institution is among the noblest of our State Charities, annually receiving from the lowest depths of degradation a large class of unfortunate dependants, and elevating their moral and intellectual beings to a condition fitting them for association with friends, and rendering their presence in society enduring. The success of the Institution has become assured, and its usefulness should be enhanced by the confidence and support of the State."



## A N A C T

### INCORPORATING THE ILLINOIS INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

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SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That for the care, support, education and training of idiotic and imbecile children and youth, a corporation is hereby created, to be known by the name of the "Illinois Institution for the Education of Feeble-Minded Children," and to have perpetual succession, with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive by any legal mode of transfer or conveyance, and have, hold and use property of every description, and to sell and convey the same; also to have and use a common seal, with power to change the same; also, to adopt by-laws, rules and regulations for the government of its members, officers, agents, employees and inmates: *Provided*, that such by-laws shall not be contrary to the Constitution of the State of Illinois, or of the United States.

§ 2. The object of said corporation shall be to promote, by all proper and feasible means, the intellectual, moral and physical culture of that unfortunate portion of the community who have been born, or by disease have become idiotic, imbecile or feeble-minded, and by a judicious and well adapted course of instruction, and training and management, to ameliorate their condition, and to develop as much as possible their intellectual faculties; to reclaim them from their hopeless condition, and fit them, as far as possible, for future usefulness in society.

§ 3. The number of trustees shall not exceed three, and not more than one member shall be appointed from any one county. Said trustees shall be appointed by the Governor, with the advice and consent of the Senate; shall serve without compensation; their term of service shall be six years respectively, except in case of the first board, one of whom shall be appointed for two years, one for four years, and one for six years from the passage of this act, and until their successors are appointed and qualified, and at the expiration of their respective terms of office the vacancies shall be filled for the full term. Should any vacancy

occur by death, resignation or otherwise, such vacancy shall be filled by the Governor by an appointment for the unexpired term of the trustee whose place was thus vacated.

§ 4. The said trustees shall each be paid his traveling and personal expenses while in the service of the Institution. The said expenses shall be paid out of funds appropriated to said Institution only, as follows: The Auditor of Public Accounts shall issue his warrant upon the Treasurer in favor of each of such trustees for the amount of his actual expenses in his attendance upon said board of trustees, upon the filing in the office of the said Auditor of the voucher of the said trustees, setting forth in detail the amount and nature of each and every such expense, and the Auditor shall charge the amount of the said warrant to the fund appropriated to the said Institution.

§ 5. No member of said board shall be employed or appointed in or to any office or place under the authority of the board of which he is a member; nor shall any member of said board be directly or indirectly interested in any contract to be made by said board for any purpose whatever.

§ 6. The said trustees shall have charge of the general interests of the Institution, and shall appoint a Superintendent, who shall be a physician, and fix the amount of his salary, who, with the consent of said board, shall employ all necessary assistants, teachers and other employees. The trustees shall make such by-laws for the government of the Institution as shall be necessary for the successful attainment of the objects of the corporation. The said trustees, or a majority of them, when convened, shall constitute a board, and shall have power to appoint a President, a Treasurer and a Secretary (the President to be selected from their own number, and the Superintendent to serve, *ex-officio*, as Secretary) and to prescribe their duties and fix their terms of service. They shall require the Treasurer, from time to time, to give bonds to the People of the State of Illinois for the faithful discharge of the duties of his office; they shall determine the salaries of such other officers and assistants as may be necessary to the able and economical administration of the affairs of the Institution.

§ 7. The Superintendent shall exercise entire official control over all subordinate officers and assistants in this Institution, and shall have entire direction of the duties of the same, and be responsible for their fidelity.

§ 8. Pupils or children placed in the Institution by parents and guardians, or other persons having rightful control, shall be required to conform to the rules and regulations of the Institution, as far as they may have ability.

§ 9. The board shall make annual reports to the Governor of the State, on or before the fifteenth of December, showing the number of

applications received, the number of pupils under instruction, the number of pupils admitted, and the number of pupils discharged, during the year; also the progress and results of the system of instruction pursued at the Institution, and such general facts as may be instrumental in giving the people of the State of Illinois all information proper to be laid before them, together with a detailed financial statement of all money received and how they have been expended.

§ 10. The said trustees shall meet quarterly, when they shall examine and audit all the accounts of the Institution and make requisition on the Auditor of Public Accounts of the State of Illinois for funds required for use during the succeeding quarter, from funds which have been appropriated by the General Assembly for the use of the Institution: *Provided*, that the first quarterly installment of any such appropriation shall be paid in advance, but no further warrants shall be drawn for any succeeding installment until the Superintendent of said Institution shall have filed with the Auditor satisfactory vouchers, approved by the board of trustees, showing in detail each and every expenditure made out of the preceding installment.

§ 11. In all cases where the parents of the pupils sent to the Institution for the Education of Feeble-minded Children, are too poor to furnish them with good and sufficient clothing and expenses for transportation from and to their homes, or where said pupils are without parents, and are unable to furnish themselves with such clothing and expenses for transportation, in all cases of pauper children who are idiotic or feeble-minded, the parents, guardians, or next friend of any such children, or any officer of the county or township in which such children may reside, may make application to the county court or board of supervisors of the county, and upon a decision by such county court or board of supervisors, that such child or children are paupers and proper subjects for the care of this Institution, an order shall be passed to that effect, and the judge of the county court of the county from which they are sent shall certify the same to the Superintendent, who shall procure such necessary clothing and transportation, and charge the same to said county, and present the account to the Auditor of Public Accounts, whereupon shall draw upon the county treasurer for the amount charged to the county; and the said county shall annually assess and collect by tax the amount necessary to pay said order or orders; and said county shall fail so to do, the circuit court in said county shall, upon application therefor, compel the same by *mandamus*.

§ 12. The board of directors of the Illinois Institution for the Education of the Deaf and Dumb shall transfer all the property now in their possession, which has been purchased or erected for and is now in use by the Illinois Institution for the Education of Feeble-minded Children, also all funds unexpended from appropriations made by the General Assembly for said Institution for Feeble-minded Children, to the board

of trustees of the Illinois Institution for the Education of Feeble-minded Children, who are hereby authorized to receive all such property and funds, and who shall succeed to all the rights and powers of the directors of the Illinois Institution for the Education of the Deaf and Dumb, so far as they extend to the Illinois Institution for the Education of Feeble-minded Children.

§ 13. The Auditor of Public Accounts is hereby authorized and required to draw his warrants on the Treasurer of State for all sums which may be appropriated or are undrawn or unexpended, which have been appropriated for the use of said Institution, by the General Assembly, upon orders of the board of trustees of the Illinois Institution for the Education of Feeble-minded Children, when signed by the President and attested by the Secretary of said board with the seal of the Institution.

§ 14. This act shall take effect and be in force on the first day of July, one thousand eight hundred and seventy-one.

APPROVED April 6, 1871.

## CENSUS OF IDIOTS IN ILLINOIS.

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TAKEN FROM THE FIRST BIENNIAL REPORT OF THE  
STATE BOARD OF PUBLIC CHARITIES,  
DECEMBER, 1870.

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At the request of Governor Palmer, the Board of Public Charities, upon its organization, decided to pay attention first to the subject of insanity and idiocy.

The proportion of idiots in Illinois, according to the United States census of 1860, was stated at 588 : 1,711,951, or, 1 : 2,911.

The Board felt sure that this number fell far short of the true number. The result of an investigation, made under their authority, more than confirms this impression.

A blank was prepared, with spaces for names and other facts, and a copy of this blank was sent to every physician in the State of Illinois, whose name and residence could be obtained.

The number of idiots, reported by name (all duplicates having been carefully sifted out), is 1,738; or taking the population reported in the census of 1870 as the basis of calculation, 1 : 1,461 instead of 1 : 2,911—the result given in the census of 1860. But even this number and proportion are too small, for in the first place many cases are, without doubt, unreported, as will be hereafter shown; and then, further, idiocy in the person of infants is undistinguishable.

In Table II, the total number given is manifestly much too small, owing to the absence of complete returns.

Of 4,773 physicians addressed, only 1,728 replied.

Cook county, with a population of 350,236, reports no more idiots than Morgan county, with a population of only 28,501. The same proportion in Cook as in Morgan would raise the total number of idiots in the State to 2,302. Similar corrections in other counties would raise it still more.

The most cursory inspection of Table No. III, makes it apparent that nearly or quite one-half of the idiots below the age of eleven are unreported, being either unknown to the physicians, or not yet recognized as idiots.

Assuming the number 652 between the ages of eleven and twenty, inclusive, to be correct, and supposing it to constitute twenty-two and a half per cent. of the total number, as the census would indicate it to be in fact, the actual number of idiots in Illinois is 2,900, or 1 : 867 of the entire population, which is a larger proportion even than that of the insane.

It is safe to say that the proportion of idiots in Illinois (and probably in other communities), is at least as large as that of the insane.

In Table No. IV, nearly all of those stated as born in the Northwestern States, are natives of Indiana.

In Table No. V, by "dependent," are meant not only those who are a county charge, but those who are properly objects of charity, public or private.

Of 1,351 idiots whose pecuniary circumstances are stated, there were :

Dependent .....	692
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Independent .....	659
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Of the 659 independent idiots, 78 are reported to be wealthy.

Thus it appears that idiocy is a cause of poverty, but wealth and social station do not exempt their possessors from the liability to idiotic offspring.

TABLE I.

*Showing amount of correspondence with Physicians, on Insanity and Idiocy, and number of replies received in the State of Illinois, by counties.*

COUNTIES.	Total No. of physicians...	Replied.....	Removed.....	Deceased.....	Not practicing.....	No reply.....
Adams.....	115	38	6	2	3	66
Alexander.....	15	1				14
Bond.....	29	11	5			13
Boone.....	20	5				15
Brown.....	28	6	1			21
Bureau.....	29	14			1	14
Calhoun.....	14	7				7
Carroll.....	39	13	3			23
Cass.....	23	12		1	2	8
Champaign.....	51	13				38
Christian.....	43	14				29
Clark.....	34	14	1	1	3	15
Clay.....	39	20				19
Clinton.....	29	17				12
Coles.....	81	34	18	1	6	22
Cook.....	608	162	1		3	442
Crawford.....	35	12				23
Cumberland.....	27	12	3		2	10
DeKalb.....	52	12	2	2	1	35
DeWitt.....	39	10				29
Douglas.....	36	12		1		23
DuPage.....	31	20			2	9
Edgar.....	39	13			1	25
Edwards.....	10	4				6
Effingham.....	40	24			1	15
Fayette.....	31	13	6			12
Ford.....	11	4				7
Franklin.....	27	14				13
Fulton.....	68	28	4		4	32
Gallatin.....	22	7				15
Greene.....	42	17	4		1	20
Grundy.....	26	9	8	1	1	7
Hamilton.....	19	6				13
Hancock.....	69	33	2		1	33
Hardin.....	9	3				6
Henderson.....	12	4				8
Henry.....	33	13		1		19
Iroquois.....	50	13	1		1	35
Jackson.....	30	13	1			16
Jasper.....	26	9				17
Jefferson.....	52	12				40
Jersey.....	29	10	1			18
Jo Daviess.....	43	18	3	1	2	19
Johnson.....	17	4	3			10
Kane.....	87	23				64
Kankakee.....	36	16	1			21
Kendall.....	22	12	2		2	6
Knox.....	70	24	5		10	31
Lake.....	22	10				12
LaSalle.....	127	44	4		4	75
Lawrence.....	31	15				16
Lee.....	46	27	3			16
Livingston.....	27	11				16
Logan.....	42	14	1			27
Macon.....	47	16	1		1	29
Macoupin.....	68	25			3	40
Madison.....	68	30				38
Marion.....	82	29				53
Marshall.....	24	9				15
Mason.....	35	6	3			26
Massac.....	18	73	1			14
McDonough.....	63	17				46
McHenry.....	38	16	6			16
McLean.....	116	43	7	1		65
Menard.....	27	8				19
Mercer.....	38	21	1			16
Monroe.....	28	9	1			18
Montgomery.....	61	25	2			34
Morgan.....	72	18	2			52
Moultrie.....	16	2				14
Ogle.....	71	18	10		1	42
Peoria.....	67	22			1	44

TABLE I.—Continued.

COUNTIES.	Total No. of physicians...	Replied.....	Removed....	Deceased....	Not practi- cing.....	No reply.....
Perry .....	26	3				23
Pitt .....	14	4				10
Pike .....	66	31				35
Pope .....	15	7				8
Potter .....	18	9				9
Potter .....	6	2				4
Randolph .....	46	29				17
Richland .....	49	20	7	2		20
Rock Island .....	40	23	7	1		9
Saline .....	24	7				17
Sangamon .....	88	37	13	1		37
Schuyler .....	22	7				15
Scott .....	23	6	2			15
Shelby .....	53	27	4	2	4	16
Stark .....	24	11				30
St. Clair .....	72	31			1	40
Stephenson .....	73	20		2	5	46
Tazewell .....	43	20	2			21
Tazewell .....	32	10				22
Union .....	60	11	1			48
Vermilion .....	8	4	1			3
Wabash .....	44	17	15		1	11
Warren .....	45	25				20
Washington .....	28	15				13
Wayne .....	32	16	2			14
White .....	52	15	7	2	2	26
Whiteside .....	74	33	4	4	2	31
Will .....	28	6				22
Williamson .....	58	19	4		2	33
Winnebago .....	37	20				17
Woodford .....						
Aggregate .....	4773	1728	192	26	74	2753



TABLE II.

*Showing the number, sex, color and civil condition of 1,738 Idiots, in the State of Illinois, by counties.*

COUNTIES.	Total .....	Male .....	Female .....	Not stated..	White .....	Colored .....	Not stated..	Married .....	Single .....	Not stated..
Adams .....	26	18	8		26				14	12
Alexander .....	1	1			1				1	
Bond .....	16	8	8		16				13	3
Boone .....	14	7	7		14				5	9
Brown .....	17	7	10		17				15	2
Bureau .....	20	12	8		20				11	9
Calhoun .....	6	3	3		6				6	
Carroll .....	13	10	3		12	1			8	5
Cass .....	19	17	2		18	1			17	2
Champaign .....	25	13	12		25	1			16	9
Christian .....	13	9	4		13				10	3
Clark .....	23	13	10		23			1	8	14
Clay .....	15	8	7		15				8	7
Clinton .....	20	11	9		17	3			5	15
Colce .....	24	14	10		24			1	16	7
Cook .....	50	28	22		49	1		3	39	10
Crawford .....	14	9	5		14				5	6
Cumberland .....	15	8	7		15				15	
DeKalb .....	28	19	9		28				12	16
DeWitt .....	9	5	4		9				1	8
Douglas .....	9	7	2		9				7	2
DuPage .....	16	7	9		16				9	7
Edgar .....	23	18	5		23				9	14
Edwards .....	10	9	1		10				6	4
Effingham .....	14	5	9		14			1	7	6
Fayette .....	15	5	10		15				5	10
Ford .....	1	1			1				1	
Franklin .....	8	2	6		8			1	7	
Fulton .....	36	19	17		36			1	18	17
Gallatin .....	19	12	7		18	1		1	10	8
Greene .....	17	11	6		17			1	12	4
Grundy .....	13	9	4		13				1	12
Hamilton .....	9	3	6		9				4	5
Hancock .....	32	20	12		32				6	26
Hardin .....	3	2	1		2		1		3	
Henderson .....	4	2	2		4				2	2
Henry .....	11	5	6		10		1		6	5
Iroquois .....	10	5	5		10			1	5	4
Jackson .....	13	6	7		13				6	7
Jasper .....	24	16	8		24				7	17
Jefferson .....	11	7	4		11					11
Jersey .....	8	6	2		8			1	4	3
Jo Daviess .....	19	17	2		19				10	9
Johnson .....	15	9	5	1	13		2	3	12	
Kane .....	26	17	8	1	26				21	5
Kankakee .....	6	1	5		6				6	
Kendall .....	8	8			8				2	6
Knox .....	33	21	12		31	2			25	8
Lake .....	16	10	6		16				6	10
La Salle .....	44	24	20		44				18	26
Lawrence .....	18	12	6		18				9	9
Lee .....	21	13	8		21				6	15
Livingston .....	11	7	4		11				8	3
Logan .....	12	7	5		12				4	8
Macon .....	19	14	5		19				15	4
Macoupin .....	43	24	19		43				29	14
Madison .....	41	23	18		40	1			10	31
Marion .....	20	11	9		20				8	12
Marshall .....	14	8	6		14				10	4
Masson .....	5	3	2		5				4	1
Massac .....	2	2			2					2
McDonough .....	35	23	12		35				29	6
McHenry .....	26	16	10		26				22	4
McLean .....	26	14	12		26			1	11	14
Menard .....	5	4	1		5				4	1
Mercer .....	27	17	10		27			1	9	17
Monroe .....	5	3	2		5				2	3
Montgomery .....	16	9	7		16				12	4
Morgan .....	20	24	26		49	1			38	15
Moultrie .....	3	2	1		3					3
Ogle .....	20	8	12		20				15	5
Peoria .....	29	20	9		29				17	15

TABLE VI.—Continued.

COUNTIES.	Total.....	Male.....	Female.....	Not stated..	White.....	Colored.....	Not stated..	Married.....	Single.....	Not stated..
Perry.....	19	7	5	.....	12	.....	.....	.....	3	9
Platt.....	5	2	3	.....	3	2	.....	.....	2	3
Pike.....	32	19	13	.....	31	1	.....	.....	28	6
Pope.....	9	7	2	.....	9	.....	.....	.....	5	4
Pulaski.....	7	4	3	.....	7	.....	.....	.....	7	.....
Putnam.....	1	1	.....	.....	1	.....	.....	.....	.....	1
Randolph.....	21	11	10	.....	21	.....	.....	.....	9	12
Richland.....	20	15	5	.....	20	.....	.....	.....	13	7
Rock Island.....	19	11	8	.....	19	.....	.....	.....	3	16
Saline.....	9	7	2	.....	9	.....	.....	.....	4	5
Sangamon.....	22	14	8	.....	22	.....	.....	.....	10	12
Schuyler.....	21	13	8	.....	21	.....	.....	.....	10	11
Scott.....	8	7	1	.....	8	.....	.....	.....	8	.....
Shelby.....	28	20	8	.....	28	.....	.....	3	22	3
Stark.....	10	5	5	.....	10	.....	.....	1	7	2
St. Clair.....	25	13	12	.....	25	.....	.....	1	3	21
Stephenson.....	25	19	6	.....	25	.....	.....	.....	16	9
Tazewell.....	8	4	4	.....	8	.....	.....	.....	5	3
Union.....	7	2	5	.....	7	.....	.....	.....	.....	7
Vermilion.....	6	3	3	.....	6	.....	.....	.....	6	.....
Wabash.....	10	6	4	.....	10	.....	.....	.....	9	1
Warren.....	17	13	4	.....	17	.....	.....	.....	1	16
Washington.....	23	18	5	.....	23	.....	.....	1	7	15
Wayne.....	11	9	2	.....	11	.....	.....	1	1	9
White.....	19	14	5	.....	19	.....	.....	1	7	11
Whiteside.....	27	11	16	.....	27	.....	.....	.....	17	10
Will.....	23	19	4	.....	23	.....	.....	1	8	14
Williamson.....	10	8	2	.....	10	.....	.....	1	2	7
Winnebago.....	5	3	2	.....	5	.....	.....	.....	5	.....
Woodford.....	9	8	1	.....	9	.....	.....	.....	1	8
Aggregate.....	1738	1061	675	2	1720	14	4	27	939	772

TABLE III.

*Showing the ages of 1738 Idiots, in the State of Illinois, by counties.*

COUNTIES.	5 and under..	6 to 10.....	11 to 20.....	21 to 30.....	31 to 40.....	41 to 50.....	51 to 60.....	61 to 70.....	Over 70.....	Not stated...
Adams.....	2	1	8	11	2	2				
Alexander.....			1							
Bond.....			2	7	2					
Boone.....			4	3	3	1				
Brown.....	2	1	2	6	3	1				
Bureau.....		6	3	4	2	3	2			
Calhoun.....			3	2	1					
Carroll.....			4	5			2			
Cass.....	1	3	6	3	4					
Champaign.....	1	4	11	4	5		2			
Christian.....		1	8	2						
Clark.....		1	12	5	2	2				
Clay.....	1	2	5	3	2	1				
Clinton.....		4	7	5	2	1				
Coles.....	1	1	4	8	1	3	2			
Cook.....			30	7	1					
Crawford.....	1	2	2	5	2	1		1		
Cumberland.....		4	4	4	2			1		
DeKalb.....	1	2	8	8	6	2				
DeWitt.....	2	1	1	4	1					
Douglas.....	2		5	1		1				
DuPage.....			3	6	3	3	1			
Edgar.....		2	7	7	5	2				
Edwards.....			1	2	6					
Effingham.....	2		6	4		2				
Fayette.....	1	1	5	6	1	1				
Ford.....	1									
Franklin.....			2	2	3	1				
Fulton.....	1	6	14	9	4		1			
Gallatin.....	1	2	9	4	1	1				
Greene.....			10	3	1	1	1	1		
Grundy.....		1	7	4						
Hamilton.....			2	3	1					
Hancock.....	2	3	11	6	6					
Hardin.....			1	2						
Henderson.....		1	2	1						
Henry.....	1		6	3	1					
Iroquois.....	1	1	5	3						
Jackson.....	2	3	6	1	1					
Jasper.....			8	10	4	1	1			
Jefferson.....		1	3	4			2	1		
Jersey.....		3	1		2	1				
Jo Davies.....		1	9	6	1	1	1			
Johnson.....	1		2	8						
Kane.....	2	6	8	6	1	1	2			
Kankakee.....		2	2	2						
Kendall.....		3	2	2	1					
Knox.....		3	12	6	2	2	2	1		
Lake.....	2	2	4	4	1			1		
LaSalle.....	3	11	21	5	3		1			
Lawrence.....		3	6	6	1	2				
Lee.....	1	2	6	9	1					
Livingston.....		1	2	4	2					
Logan.....		2	4	3	1					
Macon.....	1	2	7	2	4					
Macoupin.....	2	5	11	17	1	5		1	1	
Madison.....	1	1	7	13	14	3				
Marion.....		1	8	5	2	1				
Marshall.....		2	5	7						
Massac.....			4	1						
McDonough.....	1		1							
McHenry.....	1	2	13	12	3	1		1		
McLean.....	1	2	6	4	5	1	3			
Menard.....			8	4	4	3				
Mercer.....			4	1						
Mercer.....		2	6	12	4		1	2		
Monroe.....			2							
Montgomery.....	1	3	4	4	1	1				
Morgan.....	1	5	24	6	1		1			

TABLE III.—Continued.

COUNTIES.	5 and under..	6 to 10.....	11 to 20.....	21 to 30.....	31 to 40.....	41 to 50.....	51 to 60.....	61 to 70.....	Over 70.....	Not stated ..
Montrie.....		1								2
Ogle.....		5	2	7	4					2
Peoria.....		5	13	6	2	2				1
Perry.....			2	4	3					3
Piatt.....	1		3	1						
Pike.....	1	2	12	10	1	3	3			
Pope.....		1	2	4	2					
Pulaski.....		3	4							
Putnam.....				1						
Randolph.....	1	4	3	9	4					
Richland.....	2	3	7	5	2					1
Rock Island.....	1	2	7	5	4					
Saline.....		1	5	2	1					
Sassamon.....		1	15	3		2				1
Schnyler.....	1	1	3	7	4	1		3		2
Scott.....		2	1	5		1				
Shelby.....		1	13	9	4				1	
Stark.....	1	3	1	2	2	1				
St. Clair.....	3	3	11	6	1	1				
Stephenson.....		1	12	7	3	2				
Tazewell.....		3	4		1					
Union.....	1	1	4	1						
Vermilion.....		1	3			1				1
Wabash.....			3	3	3	1				
Warren.....		2	4	7		2				2
Washington.....	1		6	7	1	5	2	1		
Wayne.....			3	4	1	2	1			
White.....		1	6	8		1	1			2
Whiteside.....		1	18	5	3					
Will.....		2	14	4	1	2				
Williamson.....	1	1	1	6		1				
Winnebago.....			1	4						
Woodford.....		2	3	3	1					
Aggregate.....	58	81	613	472	183	83	30	14	2	102

TABLE IV.

Showing the nativity of 1738 Idiots, in the State of Illinois, by counties.

COUNTIES.	Illinois.....	N. England..	N. York and N. Jersey.	Pennsylvania and Ohio...	N. W. States.	Missouri and Arkansas...	Kentucky & Tennessee.	Other Southern States.	Foreign.....
Adams .....	15	1	1	1	1				
Alexander .....	13								
Bond .....	2	1			1				4
Boone .....	9			1					
Brown .....	6	1	1	4				1	
Bureau .....	4							2	
Carroll .....	1		2	1					
Cass .....	11						2		2
Champaign .....	10		1	4	3			1	
Christian .....	11						1		
Clark .....	16	1	1	1				4	1
Clay .....	7			1	3			1	1
Clinton .....	14					1	1	1	3
Coles .....	15			1		2		2	
Cook .....	12				1		1		1
Crawford .....	9			2	3				
Cumberland .....	8			1	4			2	
DeKalb .....	5		3	2				1	1
DeWitt .....	3						1		
Douglas .....	6		3	3					
DuPage .....	6	2	3	3					1
Edgar .....	16		2	2	1		2		
Edwarda .....	7				2				1
Effingham .....	6		3				1		2
Fayette .....	12					1	1	1	
Ford .....	1								
Franklin .....	6						2		
Fulton .....	15		4	7	1	2	1		
Gallatin .....	15						3	1	
Greene .....	11						1		
Grundy .....	5		1		2				3
Hamilton .....	4						2		
Hancock .....	16		1		3	1		1	2
Hardin .....	1						1		
Henderson .....	3			1					
Henry .....	1		2	1					3
Iroquois .....	4	1	1		2		1		1
Jackson .....	6				1	1			1
Jasper .....	10			1	8		1		2
Jederson .....	8					1	1		1
Jersey .....	5							1	1
JoDavies .....	6	1		2				1	4
Johnson .....	3			1			8	3	
Kane .....	11	1	3	1					3
Kankakee .....	1							1	8
Kendall .....	4	3							4
Knox .....	10	1	2	6		2	1		1
Lake .....	9								2
LaSalle .....	26	2	1	1					7
Lawrence .....	14	2		1			1		14
Lee .....	13		1						1
Livingston .....	6			1				6	1
Logan .....	2			3	1		1		4
Macon .....	10			2					3
Maconpin .....	22		1			2	4	4	7
Madison .....	17						1	1	3
Marion .....	13				2				9
Marshall .....	7			3					4
Mason .....	1				1				4
Massac .....	2								3
McDonough .....	13		1	5			6	3	
McHenry .....	11		7	2					7
McLean .....	6			5	1				6
Menard .....	1		1						12
Mercer .....	12		1	2	1				3
Monroe .....	3								9
Montgomery .....	6				1	2	1		9
Morgan .....	17			1		1	1	1	2
Moultrie .....	1								6
Ogle .....	9			4					1
Peoria .....	7		2	2	1			1	4

TABLE IV.—Continued.

COUNTIES.	Illinois.....	N. England..	N. York and N. Jersey...	Pennsylvania and Ohio ..	N. W. States.	Missouri and Arkansas..	Kentucky & Tennessee..	Other South- ern States.	Foreign.....	Not stated....
Perry.....	6								1	5
Piatt.....	2									3
Pike.....	24			2					1	5
Pope.....	5						2			2
Pulaski.....	2					1	2			2
Putnam.....									1	
Randolph.....	18					1			1	1
Richland.....	11			3	1			1	1	3
Rock Island.....	5		1	1	3				3	6
Saline.....	6				1					1
Sangamon.....	11			1	2			1		8
Schuyler.....	10			1	2	1		2	3	2
Scott.....	3									5
Shelby.....	23			3	1		1			
Stark.....	5			4						1
St. Clair.....	17					1			3	4
Stephenson.....	3			9					6	7
Tazewell.....	3	1	1							3
Union.....	6							1		
Vermilion.....	3									3
Wabash.....	8				1		1			
Warren.....	8			2	1					6
Washington.....	15			1			3		1	3
Wayne.....	4			2			1			4
White.....	11			2	1		1			4
Whiteside.....	17	1	1	3						5
Will.....	10		2	1					4	6
Williamson.....	9							1		
Winnebago.....	1									4
Woodford.....	5	1		1					1	1
Aggregate.....	854	18	46	120	56	22	60	35	101	426

TABLE V.

*Showing the condition and situation of 1738 Idiots, in the State of Illinois, by counties.*

COUNTIES.	Dependent..	Independent.	Not stated ..	Poor house..	Jul .....	Asylum.....	At home.....	At large.....	Not stated ..
Adams .....	10	11	5			4	8		1
Alexander .....	1						1		
Bond .....	8	6	2		1	1	12	1	
Boone .....	2		12			3	2		
Brown .....	13	2	2	12		2	3		
Bureau .....	13	5	2			4	1		
Calhoun .....	4	2	2	2			3		
Carroll .....	2	2	9	3		5	4		
Cass .....	5	10	4	4		3	12		
Champaign .....	6	13	6	5		5	12		
Christian .....	4	7	2		1	1	11		
Clark .....	14	6	3	5			5	1	
Clay .....	8	4	3			1	6		
Clinton .....	10	10					5		1
Coles .....	6	8	10	4		1	14		
Cook .....	2	14	34			33	9		
Crawford .....	12	2		8			6		
Cumberland .....	12	3		1			12		
DeKalb .....	9	18	1	4			7		1
DeWitt .....	4	3	2				2		
Douglas .....	3	6					7		
DuPage .....	8	8					13		
Edgar .....	8	14	1	2		1	11		
Edwards .....	1	9					6		
Effingham .....	7	6	1				8		
Fayette .....	9	6		2			5		
Ford .....	1						1		
Franklin .....	5	3		2			6		
Fulton .....	14	18	4	4		3	17		1
Gallatin .....	7	8	4	1		2	14		
Greene .....	8	6	3	1		1	8		
Grundy .....	6	3	4	1		1	3		
Hamilton .....	3	3	3				4		
Hancock .....	22	4	6			4	3		2
Hardin .....		1	2			1	2		
Henderson .....	2	2					1		
Henry .....	6	1	4	1		4	3		
Iroquois .....	7	1	2			1	6		
Jackson .....	4	5	4	2		4	4		
Jasper .....	14	10				6			1
Jefferson .....	7	4					4		
Jersey .....	1	5	2			1	6		
JoDavies .....	9	7	3	2		3	6		
Johnson .....	2	10	3	1			14		
Kane .....	5	9	12	2		6	15		
Kankakee .....		2	4			4	2		
Kendall .....	4	4					5		
Knox .....	17	7	9	13		6	6		
Lake .....	2	2	12	9		3	1		
LaSalle .....	12	21	11	3		5	14		2
Lawrence .....	6	9	3			1	8		
Lee .....	12	5	4	2			4		1
Livingston .....	2	5	4			1	4		
Logan .....	8	2	2	1			2		
Macou .....	6	4	9	1		4	7		
Macoupin .....	18	21	4	7		1	20		1
Madison .....	22	10	2	16		1	16		
Marion .....	9	9	2				6		1
Marshall .....	7	5	2			1	6		
Masson .....	2		3			2	2		
Massac .....	2						2		
McDonough .....	6	16	13			3	19		1
McHenry .....	9	12	5				22		
McLean .....	12	3	11	1		3	5		1
Menard .....	1	1	3			1	3		
Mercer .....	6	17	4	5		1	7		1
Monroe .....	2		3				2		
Montgomery .....	7	7	2				14		
Morgan .....	11	20	19	12		7	19		1
Moultrie .....	3			1			2		
Ogle .....	6	10	4	1		1	14		
Peoria .....	9	7	13	2		4	5		1
Perry .....	5	4	3				2		1
Platt .....	2		3			1	2		

TABLE V.—Continued.

COUNTIES.	Dependent..	Independent	Not stated..	Poor house..	Jail.....	Asylum....	At home....	At large.....	Not stated..
Pike.....	15	14	3	5	.....	.....	23	.....	4
Pope.....	4	3	2	.....	.....	.....	4	.....	5
Pulaski.....	4	1	2	.....	.....	.....	4	.....	3
Putnam.....	1	.....	.....	.....	.....	.....	.....	.....	1
Randolph.....	9	12	.....	1	.....	.....	14	.....	6
Richland.....	4	13	3	.....	.....	2	12	.....	6
Rock Island.....	7	5	7	2	.....	.....	5	.....	11
Saline.....	3	6	.....	.....	.....	.....	6	.....	3
Sampson.....	6	8	8	3	.....	5	2	.....	12
Schuyler.....	12	5	4	8	.....	1	8	.....	4
Scott.....	3	.....	5	1	.....	2	2	.....	3
Shelby.....	10	16	2	.....	.....	.....	27	.....	1
Stark.....	3	7	.....	.....	.....	.....	8	.....	2
St. Clair.....	7	14	4	.....	.....	1	4	.....	20
Stephenson.....	3	17	5	2	.....	1	17	.....	5
Tazewell.....	1	3	4	.....	.....	1	3	.....	4
Union.....	1	6	.....	.....	.....	.....	.....	.....	7
Vermilion.....	3	1	2	.....	.....	.....	5	.....	1
Wabash.....	4	5	1	.....	.....	.....	5	.....	5
Warren.....	14	1	2	.....	.....	.....	.....	.....	17
Washington.....	11	11	1	1	.....	.....	9	.....	13
Wayne.....	8	2	1	.....	.....	.....	4	.....	7
White.....	14	4	1	1	.....	.....	9	.....	9
Whiteside.....	9	12	6	4	.....	1	18	.....	4
Will.....	7	6	10	2	.....	2	6	.....	13
Williamson.....	5	4	1	.....	.....	1	9	.....	3
Winnebago.....	1	.....	4	.....	.....	1	1	.....	3
Woodford.....	5	4	.....	1	.....	.....	3	.....	5
Aggregate.....	603	658	387	162	1	169	727	7	630



TABLE VI.

Showing the supposed causes of Idiocy, as far as ascertained, in 1738 cases, in the State of Illinois, in counties.

COUNTIES.	Hereditary.	Consanguineous marriage.	Parental intemperance.	Intra-uterine.	Sickness...	Epilepsy...	Convulsions.	Palsy...	Scrofula.	Malformat'n.	Accident...	AGE PLACED
Adams.....					2							
Alexander.....						1						
Bond.....						1						
Boone.....									1			
Brown.....						1					1	
Bureau.....												
Calhoun.....	1						1					
Carroll.....												
Cass.....			1		1	1						
Champaign.....					1	2			2			
Christian.....	1	1			1	1						
Clark.....	1	3			1	1					1	
Clay.....				1		1						
Clinton.....		1				1		3				
Coles.....	1				1	3						
Cook.....				1	2	1						
Crawford.....	1										1	
Cumberland.....	1					3	1					
DeKalb.....					1		1					
DeWitt.....							1					
Douglas.....	2				3							
DuPage.....						2	1					
Edgar.....	1				2	1					1	
Edwards.....												
Effingham.....	1	1				1						
Fayette.....							2					
Ford.....					1							
Franklin.....												
Fulton.....	1				3		2				1	
Gallatin.....	8					6	1					
Greene.....		1										
Grundy.....	3				2	1						
Hamilton.....												
Hancock.....	3			1	3	4						
Hardin.....												
Henderson.....					1					2		
Henry.....	1						1					
Iroquois.....		1			1	3						
Jackson.....					1	1						
Jasper.....	7				1	1						
Jefferson.....					1							
Jersey.....					1							
Jo Daviess.....						1					1	
Johnson.....		1								1		
Kane.....	1			2	2						2	
Kankakee.....												
Kendall.....					3		1				1	
Knox.....					1	4					1	
Lake.....										1		
LaSalle.....		4	1		2	2	2					
Lawrence.....	1				1	1						
Lee.....					1	4	1					
Livingston.....					1						1	
Logan.....					1	3	1		1			
Macon.....						1						
Macoupin.....	1	2			1	4	3					
Madison.....	1				2	1						
Marion.....	2	3		1		2	1					
Marshall.....												
Mason.....												
Massac.....												
McDonough.....	3	5		3		4			1			
McHenry.....	4				4		2					
McLean.....	3		1		2					1		
Menard.....					1							
Mercer.....	3	2										
Monroe.....												
Montgomery.....		3		1	3		1					
Morgan.....		2			2	2	1					
Moultrie.....										1		
Ogle.....		5	2		1	1	2					
Peoria.....				1		3						

TABLE VI.—Continued.

COUNTRIES.	Hereditary.	Consaugul- ous marriage	Parental in- temperance.	Intra-uterine.	Sickness...	Epilepsy...	Convulsions.	Paralysis...	Scrophu- la...	Malformat'n.	Accident...	Not stated.
Barbary	1					1						10
Batavia				2		1						2
Bombay					2	1	1				1	27
Borneo											1	8
Brazil					1							6
Calcutta												1
Canton												15
Cebu	1	2		1	2	1						17
China		2					2					17
Cochin	1				1	3				1		3
Congo							2				2	18
Canton	1	1					1					18
Canton	1		2									5
Canton					5	1	1				1	20
Canton										2		7
Canton	2	3				2			1			17
Canton	6											19
Canton												8
Canton												7
Canton												6
Canton				1		1			1			10
Canton												14
Canton	1				1							23
Canton	6	1				1	1					9
Canton												10
Canton	1										1	27
Canton											1	21
Canton												9
Canton	1		1		1		1			1		4
Canton											1	4
Aggregate	74	44	8	15	70	79	35	3	6	11	20	1373.

## CIRCULAR.

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The Illinois Institution for the Education of Feeble-minded Children was organized in 1865, and has since been incorporated as one of the permanent charitable Institutions of the State.

The design and object of the Institution are not of a custodial character, but to furnish the means of education to that portion of the youth of the State not provided for in any of its other educational institutions, who are of a proper school-attending age, and who shall remain such periods of time as shall, in the estimation of the Superintendent and Board of Trustees, suffice to impart all the education practicable in each particular case, and in conformity with regulations hereinafter specified.

Children between the ages of ten and eighteen who are idiotic, or so deficient in intelligence as to be incapable of being educated at any ordinary school, and who are not epileptic, insane, or greatly deformed, may be admitted by the Superintendent.

The parents or guardians of those in whose behalf applications are made for admission as pupils, will be required to answer, in writing, such questions as the Superintendent may prescribe.

All pupils will be received upon trial, and will be expected to come to the Institution provided with a supply of neat and substantial clothing. A bond will be required, in all cases, with securities, accompanied by a certificate of the county clerk that the sureties are responsible, to insure the removal of the pupil, when required by the Superintendent, free of expense to the Institution, its officers or agents, and the provision of comfortable and suitable clothing or pay for such as may be furnished the pupil during its continuance in the school.

Pauper pupils must have a certificate from the county judge, that the county court or board of supervisors have passed an order that the county from which they are sent will be responsible for clothing, incidental expenses and traveling expenses incurred on account of said pupils; also, guaranteeing that said pupils shall be taken away during the annual vacation each year, without expense to the Institution, or any of its officers or agents.

## FORM OF BOND.

Know all men by these presents, That we, ..... as principal, and ..... as security, are held and firmly bound unto the Board of Trustees of the "Illinois Institution for the Education of Feeble-Minded Children," in the penal sum of ..... dollars, for the true payment whereof we bind ourselves, our heirs, executors, administrators or assigns, jointly and severally, firmly by these presents.

Sealed with our seals, and dated this ..... day of ....., 18..

The conditions of the above obligation are such, that whereas, the said ..... has placed in charge of the said obligees ....., an imbecile child, for the purpose of being trained and instructed, as provided for by an act of the General Assembly of the State of Illinois, entitled "An act incorporating the Illinois Institution for the Education of Feeble-Minded Children," approved the 6th of April, 1871, and has agreed to furnish the said child with comfortable and suitable clothing, or pay for such as may be furnished during ..... continuance in the school, and also to remove the said child from the Institution whenever required, without charge to the Institution or any of its officers or agents.

Now, if the said ..... shall well and truly perform the conditions aforesaid, then this obligation to be void: otherwise to remain in full force and effect.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
[SEAL.]  
[SEAL.]  
[SEAL.]

## FORM OF CERTIFICATE FOR PAUPER PUPIL.

STATE OF ILLINOIS, }  
County of .... } ss.

C. T. WILBUR, M. D.,

*Superintendent Illinois Institution for the Education of Feeble-Minded Children:*

BE: By virtue of an order of the ..... of ..... county, passed ..... 18.., and in accordance with the provisions of section 11 of "An act incorporating the Illinois Institution for the Education of Feeble-Minded Children," approved April 6th, 1871, I, ....., Judge of the County Court of ..... county, do hereby certify that ..... is a resident of ..... county, that he is a pauper, and proper subject for the care of said Institution, under the provisions of section 11 of said law.

Therefore, ..... county will be responsible for all necessary clothing, and also all traveling expenses incurred in the transportation of said ..... to or from the Institution to said county.

And it is hereby understood and agreed, that said ..... shall be returned to said ..... county during the annual vacation, each year, or whenever the Superintendent of said Institution shall so order, at the expense of said ..... county, unless other arrangements be made, satisfactory to said Superintendent, at expense of said county.

In testimony whereof, I hereunto subscribe my name, and cause the Seal of the County Court, to be attached hereto, this ..... day of ....., 18..

ATTEST: \_\_\_\_\_, Judge of the County Court of ..... County.  
\_\_\_\_\_, Clerk of the County Court of ..... County.

The education furnished by the Institution will include not only the simpler elements of instruction usually taught in common schools, where that is practicable, but will embrace a course of training in the more practical matters of every-day life, the cultivation of habits of decency, propriety, self-reliance, and the development and enlargement of a capacity for useful occupation.

There will be a vacation during the months of July and August, at which period all pupils must be removed from the Institution by their parents or guardians, if required by the Superintendent.

The combination which this Institution presents, of practical medical experience and proper physical training, with efficient educational resources, will supply, it is hoped, a want which has long been felt by the parents of children of this unfortunate class in the State.

The improvements and progress of the pupils have been very encouraging, and parents and friends in almost every instance have expressed satisfaction with what has been accomplished in the short time since the school was organized.

The Institution is open to the inspection of the public at all reasonable hours; and all are not only cordially invited, but are earnestly requested to visit the school.

It is the desire of the trustees to ascertain accurately the number of this class of children in the State, and persons knowing the residence of feeble-minded children in Illinois, will confer a favor by writing to that effect to the undersigned, as it is desirable that reliable statistics may be gathered in order that proper legislation may be made in behalf of all of this unfortunate class of children in the State.

Application for admission, information, etc., should be directed to

C. T. WILBUR, M. D., *Superintendent,*  
*Illinois Institution for Feeble-Minded Children,*  
*Jacksonville, Illinois.*

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INAUGURAL ADDRESS  
OF  
RICHARD J. OGLESBY,  
*GOVERNOR ELECT OF ILLINOIS.*

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JANUARY 13, 1873.

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## INAUGURAL ADDRESS.

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*Fellow-citizens of the Senate and House of Representatives :*

One of the most imposing features of our form of government is the recurrence, at stated periods, of elections, by which the servants chosen by the people to aid in the administration of public affairs, though ever so competent and faithful, are relieved from the responsibility of official duties and permitted to return to the pursuits of private life, and others are chosen to supply the vacancies thus created, who, in turn, are expected to perform the same or similar duties.

To the recent general election am I indebted for the great honor of again being clothed with the supreme executive power of the State of Illinois. Unable suitably to express my appreciation of this renewed manifestation of the public confidence, I trust it will not be supposed I am unaffected by it, or that I am insensible to the just obligations it imposes.

With you, gentlemen, so recently chosen by your immediate constituents to represent them in all matters of State legislation, I experience the natural anxiety arising from the imposition of duties so important which, however performed, demand the ceaseless care and attention of those whose fortune it must be, in some sense and to some extent, to discharge them.

Although your attention will be chiefly directed to the consideration of matters of purely State concern, it is not to be forgotten that our State fills her appropriate place in the national Union, and that our people take a deep interest in national affairs. We may therefore give them a passing notice, and violate no propriety in doing so. If I may venture for a moment to call your attention to the results of the recent national election, I shall say no more than that it again vindicated the just and intelligent expectation of the friends of the present administration, that the wise and humane measures of the party in power would commend themselves to the approval of the American people. Thus sanctioned and endorsed by an unusually large majority, substantially freed from the usual bitterness of party strife, and to an unusual extent enjoying the confidence of the whole people, the party in power



must go forward calmly, prudently, but firmly, in its great duty to administer the affairs of the nation on the basis of the prosperity of the whole country and the substantial and enduring happiness of all its people. It is pleasant to witness the urbanity of our political opponents, and the good cheer with which they accept the result ; a good example, whose wholesome lesson we may sincerely hope will always hereafter be imitated by minorities.

We hold that the national Union is paramount in the exercise of its granted powers, that it is absolutely a government with certain clearly defined powers granted in the charter of its creation, and that between it and the State governments there is, and of necessity can be, no conflict of authority or jurisdiction ; or, if in any event, such a conflict may, from any cause, seem to arise, the means for the peaceful and proper settlement of it will be found in the judicial authority or finally in a resort peaceably to the tribunal of the people. That our character of citizen of the United States is at least equal to our character as citizen of a State, and that in all fair minds there can rest no just ground of suspicion that the citizen of the United States will seek at any time to circumvent or centralize any right or power of the citizen of the State, so long at least as the same human nature enjoys the two citizenships in one person. That national government, State government and municipal government are but emanations from the people ; that at last all power will be found there ; from them it comes, to them it must return ; and he who is thoroughly imbued with respect for, and confidence in, their patriotism, intelligence and good sense, need take no special uneasiness to himself as to whether this or that grant of political power will trench upon, eat up or devour all others in the common country.

If this devouring process should ever make any alarming or perceptible headway this American people will promptly take the aggressive spirit in hand and effectually thwart it. Laying aside all apprehension as to any purpose or design to assume or invade the rights of the States or the people, wisely reserved to them, one may naturally have solicitude as to the wise and expedient exercise of those known and acknowledged powers which the national Congress is constantly called upon to put into practical operation, in meeting the demands of ever growing and expanding interests, of increasing wealth, population and intelligence, and the diversified enterprises of an active people, never at rest and never desiring to be. I do not so much dread the reaching after forbidden power, as possibly the reaching after enterprises, or the inaugurating of measures, probably within the grant of power, but which it may be unwise for the nation to embark in.

In our land and by our people it is held to be the wiser course to rely upon individual enterprise in all projects where capital and labor are to be the chief instruments of operation, not necessary for the national

defense or the national welfare. I would, therefore, restrain rather than encourage enterprises by the government which would flourish most efficiently in the hands of the people. After all, who can foresee that the proper exercise of powers which many affect to regard with distrust, may not hereafter, at no remote day, prove the means of the greatest blessings to our people, should the future develop the unpleasant fact that through the indiscreet exercise of State legislation, very dear and valuable interests have been sacrificed under the excitements of past years, or the too eager desire for local advantages in the development of coveted wealth. For my own part, free from the anxieties of those who seem to live in dread of the complex nature of our government and the possible betrayal of its proper and well-defined purposes, I take it to be a great advantage we have it as it is, and now and here renew my acknowledgments before this honorable body and the people of the State, to the great wisdom, the exalted patriotism, and the sublime courage of the Fathers of the Republic, for the priceless heritage.

Returning to the consideration of those matters which more immediately concern us as citizens of the State, I commend to your earnest attention the information laid before you in the recent message of my distinguished predecessor, whose large experience and familiarity with State affairs entitle his recommendations to the candid consideration of the Legislature. It is a pleasure to congratulate you, that in that general sense in which all the interests of a people are considered, it may be correctly said, our affairs are in a satisfactory condition; in a more limited, and yet largely in a general sense, it is hardly so. All those products, the result of the labor of the farmer, are ranging at prices scarcely remunerative; the productions of other branches of industry are nearer the prices of more recent years; corresponding changes have not for some cause affected other industries. This state of affairs cannot last long; the equilibrium will come and then we shall be on better terms. While laws may be passed to facilitate commercial transactions, I do not believe the laws of trade are to be materially affected by the laws of legislatures. But it is true, when any great interest or enterprise is based upon and created by legislative enactment, and owes its origin to such a source that it can never justly outgrow and escape from the restraining power and influence of that law. It will, however, in all cases, be better to harmonize conflicting interests according to the usages of trade, fair dealing and a just regard for the rights of others, rather than seem to outrage and defy one interest by another, on some assumed superiority of right or granted privilege. The law never meant to give one interest the right to oppress another, and no created or trumped up necessity will ever be accepted as an excuse for the imposition of odious discriminations by one industry against an-

other. By our people it is felt to be a hardship to pay the present for the transportation of their farm products to market, and to suffer from the discriminations levied upon them. If it be true that railroads are charging higher rates than they are reasonably entitled to, for freights and passengers, it will be strange if they shall not speedily conform to the sensible demands of trade in this respect. If the laws of trade will not bring about this result, some other law will.

Fifty-four years have passed away since the admission of Illinois to the Union. We have, in that time, twice altered and remodeled our Constitution, so that it may be said we have had three Constitutions. It is safe to say, taken all together, each has been an improvement upon the one it has supplanted. We now have a compact framework of government in which is embodied the experience of years, and the general views of a majority of our people upon the more general principles of government to be found in State Constitutions. The last General Assembly addressed itself to the laborious duty of putting it into continuous operation by providing the necessary legislation for that purpose. Experience will doubtless show that modifications of those laws will, from time to time, become necessary. This, indeed, is the great purpose of legislation—to follow after the deliberations of preceding bodies, to mend up and alter what has been inconsiderately acted upon ; to amend what subsequent experience shows to be improper or useless ; to amend and amend that which seems injudicious, as well as by original legislation to create new laws for and in response to new demands, or to meet increasing necessities of the people. I doubt not a candid and impartial review of the legislation of the State would show that the splendid progress made in the last fifty years by our people in the substantial elements of human happiness is largely attributable to this agency. We know of no country where the rights of property, the safety of person and interests and the enjoyment of personal liberty are more securely guarded than amongst our own people by our own laws.

There are certain principles of government which, so far as they apply to us in our political relation as a State, are regarded as fixed and of constant application. All property shall be taxed according to its value and situation. The means to carry on the government shall be raised by taxation. The revenue cannot be expended save by appropriations made by law. Laws for almost all purposes shall be general and uniform. The cause of education, too, as well as the fostering of charitable and benevolent institutions are now recognized as necessary subjects of legislation. In regard to these latter subjects I shall have occasion to no more than call your attention to the present condition of our school system, including, of course, our Normal and Industrial schools, and our established charitable and benevolent institutions as well as to

nal and reformatory establishments, and to urge upon your notice and commend to your care, the importance of continuing all of them as useful means of improving the public intelligence, alleviating the public misery and correcting and punishing the violations of public law. Especially in regard to our benevolent institutions, I would go further, indeed, I would not stop until suitable accommodations shall be provided for all those who suffer from mental disease, or habits, in our State, who are the ceaseless objects of pity and commiseration. By every attainable means, I would provide for testing the best methods of treatment and cure so that no misery may be found in the State without the hope of alleviation. I would not provide costly and showy structures, but would, whenever necessary, erect plain and inviting homes where comfort, and health should alone be considered. I know when we look at the cost of new buildings for institutions and the sum of the annual appropriations to carry them on we are naturally enough beset with hesitation, and doubt if we shall be sustained by our constituents. We must not forget, however, that our population is rapidly increasing, our wealth augmenting and our enterprise expanding, bringing with them not only the glories of an advancing civilization, but the ever attendant companions of misery, misfortune and woe.

The range of subjects to come before you for legislative deliberation are almost illimitable. Changes in existing laws frequently become necessary where a general principle, accepted and settled as such, must be made to conform to the public convenience by the simple alteration of some section, or the addition of some new provision. The circumstances of a State, like those of an individual, are constantly changing in what may be called the common affairs of life. Experience establishes this great truth, however, that well settled laws, like well settled rules of life, ought not to be changed for light causes, nor upon slight and immature reflection. Stability is one of the most desirable elements of good government. Once the people habituate themselves to the established order of things and generally conform to and sustain existing statutes, I doubt that expediency which suggests any change not based upon what would seem to be a general and intelligent demand. Uniformity is not more desirable than stability in the municipal regulations of a great people. So too in dealing with the revenues of a people who have always shown a commendable willingness to furnish the means of government and who grumble as little as any community to be found any where in paying necessary taxation for the obvious purposes of self government. Too much caution cannot be exercised in selecting the objects of its use, too much care cannot be bestowed in considering the purposes for which it may be sought nor in the mode of its expenditure where positively demanded for the public good. You must in all cases be the judges of what appropriations are or shall be necessary, what objects of concern or projects

of improvement demand support from the treasury; what amount of revenue shall be raised and expended. You will fearlessly meet every obligation of good government and pass upon the merits of every scheme to come before you demanding legislative action, and doubtless will not hesitate to meet in a liberal spirit, every just and proper demand to be made upon your deliberations. If a recommendation were necessary, I would heartily recommend such action; but this suggestion occurs to me and I submit it to your consideration. Just now, and indeed for some years to come, many of our counties, towns and cities are laboring under the self-imposed infliction of local indebtedness, contracted largely in encouraging the construction of railroads leading to, or running through their limits. The bonds issued to meet this indebtedness, and the constantly accruing interest upon them must be paid. In order to discharge these obligations and preserve good faith, heavy local taxation will be necessary for some time. Prudence may therefore dictate, that while, as guardians of the whole State, you must look first at the public welfare, you ought not entirely, in imposing taxes for State purposes, to lose sight of the local burdens which are to be met and borne by the same people who also furnish the means to meet appropriations for the general objects of State care and control.

Gentlemen, I respectfully invite you attention to the consideration of another subject. I think the circumstances of the times will permit a brief discussion of it, as I believe the public feeling and judgment will sanction the changes recommended in regard to it. There is, or there ought to be no excuse for mob violence in a free government. No pains should be spared in providing against any excuse for this abhorrent method of settling grievances. It is a dangerous expedient, one to be condemned at all hazards, and in no event and under no circumstances, though ever so aggravating, to be excused, palliated or resorted to. The law must govern. It must therefore be made to meet every condition of society, to define, regulate and punish every crime and outrage; it must be certain in its definitions, consistent but unrelenting in its punishments, and every where, under all circumstances, in every community, punctually, fearlessly and scrupulously executed. A too tender regard for human life must not allow the criminal code to be so written or executed as to encourage or indulge daring violations of either its letter or spirit, or to afford the means under the indulgence of mere technical constructions of it for the escape of criminals. There is always a feeling of insecurity in the public breast, and to some extent, a loss of confidence in the efficacy of law, when the community learns that one of its violators has been permitted to escape punishment through some mere form, technicality or improvident delay. A deliberate violator of the law may be entitled to our sympathy and eventually to our

mercy, but not until after justice shall have been substantially served. So long as willful crime continues to be a feature of human society, it must be punished; and if malignant and cruel it must be severely punished. Our solicitude for the innocent will not excuse us for a system of criminal jurisprudence which may, however faithfully executed, yet be so lenient as to facilitate the escape of the guilty. Instead of enlarging, we must limit and restrain the opportunities of escape. That humanity which is based upon justice will outweigh, in the long race of life, in advantages and blessings to mankind, that humanity which is based upon mercy alone. I adore that principle of justice which holds every man innocent until his guilt shall be proved by competent evidence, and that other equally important provision of our American law which guarantees to every person a trial by a jury of his countrymen, but I would, in practice, decline to carry the indulgence of this constitutional right to such extremes as to afford a pretext for baffling that other principle of human justice as well as divine, which demands that the guilty shall suffer. In this enlightened age of the world, and in our now generally largely populated counties, filled with the active industries of an energetic and educated people, it would hardly seem possible any criminal for any offense or crime may not receive a fair and impartial trial, in the county where the offence may have been committed. The policy of our law was for years to indulge the caprice of every criminal who, under any pretence would seek to delay justice, and thwart the sanctions of the law by filing his affidavit full of perjury to secure a change of venue. It was the necessary part of every desperate case to resort to this practice. Lately this policy has been modified. I think the time has now arrived when we may safely in the interests of public justice, entirely abandon it; I therefore recommend to your honorable body the passage of a law to disallow changes of venue in all criminal cases. I do not see but that we may also wisely disallow changes of venue in civil cases. It is not true, in any civil case, that parties may not receive ample justice in the county where the cause of action arises, or where the suit may be begun. There may possibly be causes in which the court may be interested or of kin to the parties, even in such cases, I think it would be far better for all parties to abide by a law which shall provide for a competent person skilled in the law, to sit in the case, and thus save to parties enormous bills of costs, to witnesses great inconvenience and annoyance, and to the administration of justice, much loss of time and embarrassment.

If any apprehension may exist that in any possible event competent jurors may not be found in criminal cases, this may be removed by enlarging the list of competent jurymen. A man in all other respects deemed qualified to sit as a juror in a criminal case, ought not to be deemed disqualified because as a reader of the news of the day—a

habit, I believe, rather creditable in the public estimation—he may have read newspaper accounts of the case he may be called as a juror to decide upon. The law should go further, and declare every person competent as a juror, who may state in open court that he has an opinion based upon rumor, or even representations of the facts made to him by those who may be supposed to know something of them, provided that any bias or opinion he may have will not prevent him from rendering a verdict according to the evidence given in the case. It is my opinion under these changes of the law there will be much less delay, far less expense, and therefore, more certainty and surety in the administration of criminal law in our State.

I trust I shall not be going beyond the proper bounds of executive propriety to remark that the judicial department of our government, by the general intelligence, the education and standing, the sterling integrity and general fitness of those honorable persons whose duty it is to administer this department of the State government, merit, and I believe I may say, receive the confidence of our people. I cannot contemplate without shuddering the possibility of a coming time when the respect due to the tribunals of justice might be forfeited, and this firm stay of our country jostled and weakened. When we contemplate the vast interests at stake, the deep concern of our people, and the deservedly high rank our courts have taken in the country, we may congratulate ourselves and accept it as a harbinger of permanent good to those to come after us; that no stain rests upon the judicial arm of our service no suspicion of improper influence has thus far invaded its high precincts, and no cause for suspicion rests upon it in its broad field of usefulness throughout our State. If I may take so much liberty—seeing it plods along in the rear, overlooking the actions of men, the changing aspects of things, and the deliberations of Legislative Assemblies, sort of last resort, to which we all look for justice and right when they are believed to have failed every where else, slow to wrath but firm as rock—may not the judicial arm of the service be called the reserve corps, and being so, must it not keep in hailing distance of and respond to the advancing columns?

I take it, gentlemen, your observations lead you to the conclusion to which all reflecting minds at last come: that all changes of constitutions, modifications of laws, as well as all reforms sought by legal enactments amount to but little, and effect substantially no real improvement in the administration of public affairs, nor the regulation of public conduct, unless built upon and sustained by a healthy and corresponding public sentiment. Good laws materially assist in promoting the general prosperity when based upon, upheld and sustained by a proper public morality. I believe experience will show that legislation, in advance

public necessity, thrust forward before its day, upon mere expectation, or to meet empirical notions of morality or reform, will not, in the end, prove wise or useful. Marching side by side with the experience of the age, as we shall comprehend it, and the necessities of the times as we shall understand them, we shall come nearer the standard of prudent legislation, and most likely fulfill the reasonable expectations of our constituents, promote the general prosperity of the State, and deserve the favor of the ruler of the universe.

R. J. OGLESBY.





## GOVERNOR'S MESSAGE.

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STATE OF ILLINOIS, EXECUTIVE DEPARTMENT,  
SPRINGFIELD, January 8, 1873.

*To the Senate and House of Representatives :*

By the Constitution, it is made the duty of the Governor, at the commencement of each session and at the close of his term of office, to give to the General Assembly information, by message, of the condition of the State, and also to recommend such measures as he shall deem expedient.

It is an easy and pleasant task for a retiring Governor of the State of Illinois to invite the attention of the General Assembly to the evidences of development and progress that mark the condition of the State.

The cities and towns that adorn the shores of the rivers and lakes and dot the prairies are increasing in population and wealth, railroads are in process of construction that will, when completed, connect the remotest and most isolated districts with the centres of commerce. The manufacturing interests have been extended and increased, the farms and orchards and vineyards were during the past year productive, and the means for the supply of the actual wants of the population are more than usually abundant. In all the material elements essential to its future growth and prosperity, the State of Illinois has nothing more to desire.

Nor can it be asserted that the people of the State have been unmindful of their social duties, for public provision for the education of all the children of the State is already made, and will hereafter keep pace with the advancing public wants, while institutions intended for the purposes of advanced education and higher culture are increasing in numbers, and are widening their fields of usefulness; and although our general system for the care of the poor and permanently helpless classes is not complete, nor yet entirely satisfactory in its methods or results, the people of the State have cheerfully submitted to all taxes imposed upon them for that class of objects, and have gone beyond their representatives in demanding that nothing required by the most enlightened humanity for the relief or maintenance of the objects of public charity shall be left undone.

It is with the most profound satisfaction that I am able to say, that notwithstanding my extensive intercourse with the people of the State

during my official term, I have never heard from any person a murmur against any tax actually levied or proposed for the benefit of the afflicted or helpless; and the representatives of the people in the General Assembly, true to the spirit of their constituents, have been always willing to appropriate as much money for the same objects as they could be satisfied would be wisely expended. And with qualifications and exceptions to which I will hereafter again refer, the criminal and penal laws are enforced, and peace and order prevails throughout the State.

In my message to the General Assembly of January 4, 1871, I had occasion to specify a number of instances of violence by mobs, and I regret to be compelled to say, that since that time other, though fewer, outrages, of a similar character, have occurred at different points in the State. In some of the cases that have been reported to me, the acts of the mob were done openly and publicly, and in one case, a band of armed and disguised men assassinated a peaceful citizen at his home. In each of the cases reported to me I offered a reward of one thousand dollars for the apprehension and conviction of the guilty parties.

Perhaps we are not permitted to hope that the State will hereafter be entirely exempted from outbursts of popular passion that will override reason, and justice, and law; nor can it be expected that designing or malignant men will not be found who will be able to avail themselves of some pretext for organizing and directing the passions of mobs, or who will seize upon occasions of passing frenzy of the public mind and precipitate the commission of crimes; but from evidences afforded me, I am persuaded that the people of all parts of the State are impressed with the conviction, supported by the experience of some localities, that mobs demoralize and deprave the public conscience and promote the commission of crimes. We may therefore hope that examples of mob outrages will be hereafter rare in the history of the State.

From the language of the newspaper press and the reported expressions of citizens in public meetings, the people of the State have been led to apprehend that crime and disorder has increased in the city of Chicago and other large cities of the State. After having given much attention to the facts of the more aggravated offenses reported to have been perpetrated in Chicago, as well as to the general condition of the city, I am satisfied that many of the reports that have influenced the public belief are exaggerated, and that considering the extraordinary circumstance of the almost total destruction of the city within little more than a year past, and the great influx of population from every quarter, the laws are enforced and order is as well maintained in Chicago as in other great cities of the country. It is true that some startling examples of fraud in commercial circles have occurred in Chicago that are in their influence more disastrous to the morals, the business and the character of the people of the State, than is the aggregate effect

of many minor offenses, and the parties implicated in them are still unpunished. And much opposition has been made to the enforcement of the laws relating to the sale of intoxicating liquors, and to keeping open public drinking establishments on the Sabbath, but the commercial frauds referred to seem to be but characteristic of the period, and the controversies in respect to the liquor and Sunday laws can produce no mischief while confined to the use of legal means for the maintenance of real or supposed rights, or for influencing public opinion.

The extensive acceptance of the belief that crimes, especially those of a homicidal character, have increased in frequency, has led to the suggestion of many changes in the law, with a view to a remedy.

The changes most frequently insisted upon may be stated to be: 1st. The abolition of the grand jury system, and the substitution for an indictment of an accusation to be preferred by the law officers of the State. 2d. To take from parties charged with crimes the right to a change of venue. 3d. To disallow challenges to persons upon the ground of an opinion formed upon information obtained from printed publications, or, as some propose, without regard to the source from whence the information is acquired, if the proposed juror will swear that, notwithstanding any opinion he may entertain, he can try the case impartially. 4th. To establish additional restrictions upon the right of accused persons to demand continuances. 5th. To make death the penalty for murder; and, 6th. Abolish or greatly restrict the executive authority to grant pardons, and wholly take from that department the power to commute the death penalty to imprisonment for the life of the person convicted, or for any other term.

To those who have such confidence in mere legislation, that they assume that every abuse may be corrected and every evil repressed by laws, and to that other class, ignorant of the origin, history and reason of the institutions and rules and methods of procedure proposed to be abrogated or changed, and who welcome every change in the existing laws as an improvement, all the alterations proposed will be acceptable; but others will remember that the grand jury, one of the "institutions" of our free spirited fathers, and most of the formal and carefully guarded rules of criminal procedure that are now the subject of complaint, were devised to protect the lives and liberties of the people against the aggressions and encroachments of power, and others, like that of confiding the measure of punishment upon convictions for murder to the jury, are the results of the observations of men of the most profound knowledge and the largest experience in the administration of criminal laws. They are parts of a judicious and well settled system, not perfect, but that combines greater advantages for the prompt administration of justice, with the proper guards for the safety of the rights of the citizen, than any that exists in any country or under any form of government.

In view of the necessity that has always been admitted to exist for careful regulations for the protection of individuals, it is painful to witness the mistaken zeal that prompts a portion of the public press and influential public bodies to urge fundamental changes, simply that citizens may be made more defenceless when pursued by the authorities of the law upon accusations of crime. Every change in the criminal laws that deprives parties accused of a means for obtaining an impartial trial, or that proposes to substitute the discretion of a judge or of a State's attorney for fixed and well defined rules of law or settled modes of procedure, is a sacrifice of the safety of the citizen. Happily, except on occasions when the public mind is excited by appeals to popular fears or prejudices, the passions of the American people are not cruel; but who is prepared to say, that when a citizen may be put upon his trial upon a charge that involves his life, in the midst of a community filled with prejudice against him, without the power to demand of right the removal of his trial to an impartial vicinage, with no right of continuance to await a better state of public sentiment or to obtain evidence, no challenge to his triers upon the ground of opinions formed against him, death the inevitable consequence of conviction, and the Governor without power, even upon the clearest facts, to arrest the bloody sentence, the vindictive prejudices of some community may not demand a victim, and that then a State's attorney may not be found who will consent to accuse, and the judge, upon whose discretion the rights of the citizen depends, yield to public clamor and consent to the sacrifice?

The "institution" of grand and petit juries is an essential part of the judicial system of a free State. Theorists who can demonstrate that the rule of a single wise man is better than that of the multitude, and law reformers who would substitute the discretion of a State's attorney or a judge for the deliberations of a grand jury or fixed rules of procedure, alike forget that no method of election has been yet devised that will insure the choice of the wisest for rulers or State's attorneys or judges, nor do they attach enough importance to the fact, that in a republic no system of laws can be devised that will, without endangering the public liberties, be effective for the prevention and punishment of crimes, unless the laws themselves provide for the participation of the people in their administration, and that neither public nor private rights can be secure when they are in any important sense subject to the discretion of any ruler or magistrate.

It seems to me, then, that, while the attention of the General Assembly should be directed to the present state of the criminal laws, and the rules of criminal procedure, with a view to their improvement, nothing should be done to enlarge the discretion of the courts in criminal cases, nor delude the people with the belief that any change that can be made will relieve them from the necessity of giving their own attention to the proper execution of the laws.

It is at once the vice and weakness of wealthy and prosperous communities, that a majority of those who should be the most capable and useful citizens, from purely selfish reasons, prefer to delegate the discharge of their most important public duties to others, and experience has demonstrated that whether the mercenaries who undertake the protection of the public interests, or who are by the indifference of the people allowed to seize control of public affairs, are the hired soldiers of a standing army or the traders in offices, who cajole, neglect and plunder the people, or those who make jury duty a trade, the result is the same: the degradation of the laws, contempt for public justice, and in the end all the securities for the safety of life, liberty and property are destroyed.

I do not feel at liberty to consume much space in the discussion of the change in the law, insisted upon by many, to take from the jury on trials for murder the right to determine whether the party found guilty shall suffer death or be punished by confinement in the Penitentiary for any term exceeding fourteen years, and that may extend to the whole of his life, and make the judgment of death the absolute legal consequence of a conviction for murder.

I have no doubt of the right of the State to put persons to death, who by their own deliberate criminal acts make that course necessary for the public safety, nor do I question the existence of the right to inflict the death penalty as a punishment for crime; but I am quite as decided in the conviction that that mode of punishment has but little influence to deter from the commission of crime, and that on the other hand it is a worn out vestige of barbarism, that hardens and depraves the people.

Deliberate homicide by public authority has much greater influence to awaken respect for human life than the commission of murder by lawless persons, and it is remarkable that the ecclesiastical bodies, and that portion of the so-called religious and the secular press that demand the more frequent infliction of death by judicial sentence, concede the whole point in dispute, when, impressed with the horrible and depraving influence of public executions, they insist upon the necessity of excluding from the spectacle who are to be instructed and impressed by the example. It may be true that there are classes of persons who can only be restrained from the commission of crimes by the fear of death. There may be communities in which the example of the infliction of the death penalty would be productive of benefit, and it may also be true that monsters of crime may sometimes be found whose extermination is demanded, not to vindicate the authority of law, but the dignity of human nature. It would not therefore be judicious for the State to renounce the power to inflict death, but the propriety of the exercise of that power in any instance can best be determined by a jury drawn from the body of the people. And it may be proper for me to make some allusion to the probable influence of the exercise of the pardoning power by the Governor upon the administration of the criminal laws.

The executive authority to grant pardons, reprieves and commutations, is, under the Constitution, absolute, and to be exercised by him at his discretion, and like all discretionary powers confided to public officers, is extremely liable to abuse.

I have exercised the pardoning power, in proportion to the whole number of convictions in the State, more sparingly than any of my predecessors, and I am satisfied that I have done so in improper cases. But I have had the satisfaction of releasing persons from the Penitentiary after they had furnished to me the most unquestionable proof of their innocence of the alleged crimes of which the jury had found them guilty, I have, by pardon, shortened terms of imprisonment that were certified to me by the judges and juries imposing them to be excessive, and I have in more than one instance interfered for the relief of the poor and ignorant who were the victims of the arts of designing persons.

We know that the blindness of legal justice is but a fable, and that though the laws, in their letter and spirit, are just and humane, and equal, as a practical fact the wealthy and influential do disregard or violate them with a measure of impunity not permitted to the poor and friendless. We know, too, that the jails into which those who are accused of the commission of crimes and are unable to furnish bail are crowded—are moral pest houses—where vice is taught to the innocent, and the guilty made more depraved. We know that instances are not wanting in which jailers or their subordinates, alone or in conjunction with some of a class of professional men who dishonor the law and disgrace the courts that tolerate their presence, have deprived friendless prisoners of all they possess, and have then delivered them over to a certain conviction, their sentences of imprisonment aggravated and lengthened by the vile character of their counsel, who first robbed and then betrayed them. I have pardoned some of this class of unfortunates upon the ground that if the State cannot protect them it ought to make them the reparation of forgiveness.

No subject is more worthy of the attention of the representatives of an enlightened Christian people than the imperfect provision made by the laws of the State for the protection of the rights of the poor, the ignorant, the inexperienced and the friendless, in the criminal courts. The evil is most apparent in the cities and populous counties of the State. Every year the population of the State is increased by emigrants from all the nations of Europe, and from every State of the Union, who are of every grade of character and every degree of intelligence. Of the thousands that come into the State, many are ignorant of our language and our laws, and many are upon their arrival poor and often ill, dispirited and inexperienced. In the cities the missionaries of vice are ever active, and its temples are always open, and from their doors none are driven away; to these the inexperienced and unwary are often

tempted to resort, or from want of employment the irresolute are impelled to the commission of crime, or often they are made the dupes and instruments of those with whom crime is a trade, or, being strangers and friendless, they are readily suspected, and when arrested they are unable to find bail and are committed to jail, and if indicted, the judge, however humane and considerate, is compelled to entrust their defence to some lawyer without standing or experience in his profession, and a conviction follows, for there is no one to demand justice or implore mercy. It is time that the practice of delivering the living bodies of poor prisoners to legal students for professional instruction was abandoned, and I insist that provision should be made by law for the election or appointment, in the large cities and populous counties of the State, of suitable persons whose duty it should be to visit the places where persons are confined upon criminal charges, confer with and advise poor prisoners, protect them from oppressions and extortions, attend examinations, investigate the charges against them, advise with injured parties, and the court and State's attorney, with a view to the dismissal of prosecutions where the ends of justice would by that course be promoted, or with reference to the proper measure of punishment in cases where the punishment is discretionary with the judge, or in proper cases alone, or in conjunction with the counsel assigned by the court, manage their defense. A proposition to provide for the appointment of an officer to watch the administration of the laws from the standpoint of those who are accused of crimes is novel, but every one familiar with the administration of the criminal laws of the State, is fully aware of the fact that a truthful statement of all the wrongs inflicted upon persons charged with offences would prove that many crimes have been committed in the name of the law.

#### RAILROADS.

An important exception to the general disposition to obey the laws, which prevails throughout the State, is found in the refusal of common carriers of passengers and freights by railways to obey the constitutional and legal enactments provided for the regulation of that important interest, and the people of the State, aware of the refusal of this class of persons to obey the laws, and of the mischiefs their contempt of the authority of the State produces, look to the General Assembly to make further and efficient efforts to provide a remedy.

The report of the Railroad and Warehouse Commissioners, which is now in the hands of the printer, and will be laid before the General Assembly as early as possible, will contain full information as to the pretensions of the railway managers, and of the efforts made by the Commissioners to enforce the authority of the State over them.

Successful resistance to the Constitution and laws of the State subverts them. It can make no difference whether such resistance is made



by physical means too powerful to be overcome, or by combinations of financial interests that merely treat the laws with contempt, and refuse to obey them. The effects of successful physical resistance are immediate and easily perceived, while those produced by persistent and contemptuous disobedience are remote and may not at once appear, but they silently sap and weaken the foundations of public order, and in the end destroy.

The issue made with the State, by the distinct refusal of the managers of railways to obey the laws enacted by the General Assembly for the correction of abuses, and to prevent unjust discriminations and extortions, is one of power. It is not pretended that in the enactment of the laws disobeyed the General Assembly transcended the authority vested in the Legislature; for by the terms of the Constitution it is made the duty of the General Assembly, from time to time, to pass laws establishing reasonable maximum rates of charges for the transportation of passengers and freights on the different railroads of the State, and to pass laws to correct abuses and to prevent unjust discriminations and extortions in the rates of freight and passenger tariffs on the different railroads of the State; and by another provision of the Constitution, railroads heretofore constructed, or that may hereafter be constructed in this State, are declared to be public highways; and free to all persons for the transportation of their persons and property thereon, as may be prescribed by law.

In opposition to these distinct provisions of the State Constitution, and the laws enacted in pursuance of them, the railroad corporations deny their obligation to obey, and openly persist in refusing to conform to the maximum rates allowed by the acts of the General Assembly, for the transportation of passengers and freights on their lines; and they continue to practice the abuses and enforce the unjust discriminations and extortions forbidden by the laws; and they continue, notwithstanding the legislative prohibition, to assert their right to fix their ratio for the transportation of passengers and freights on their roads, and to establish discriminations at their pleasure; and they deny the authority of the State to interfere for the regulation of the one or the prohibition of the other.

It is perhaps but just that it should be stated that it is sometimes conceded by those who manage the interests of the railway corporations that as carriers they are in some way, or to some extent, bound to conform to the principle of reasonableness in their charges; and on some occasions some of them are understood to have assented to the proposition, which seemed to be correct under the Constitution of 1848, that reasonableness is the limit of railroad rates for transportation, and the question of what are reasonable rates is to be settled by the courts when particular charges are disputed.

But the General Assembly, by the act of April 7, 1871, which was enacted to prevent unjust discriminations and extortions in the rates to be charged for the transportations of freights, fixed certain rules for the determination of the rates permitted to be charged by the railways in this State, declared all rules and regulations and by-laws of any railroad corporation that fixed, prescribed or established any greater toll or compensation than the rates permitted by the act, to be void, provided penalties for the violation of the provisions of the act, and then declared any willful violation of any of the acts to be a forfeiture of its franchises, and by the act of April 15, 1871, the maximum rates allowed to be charged by railways for the transportation of passengers was fixed, and provision made for the enforcement of the act.

Repeating expressions employed before, it seems to me to be due to the interests of the people of the State, and to the dignity and authority of its Constitution and laws, that the most energetic and decisive measures should be devised and adopted by the General Assembly, to limit the pretensions of this rapidly growing and all absorbing interest and to compel its obedience. In this view it is essential that all the offences committed by the railway corporations should be prosecuted by indictment preferred by the grand juries, and tried by juries of the proper vicinage. One of the acts now in force, provides that State's attorneys *may* prosecute; the other that he shall prosecute for forfeitures after the almost impossible event of the fifth conviction; but State's attorneys will not be likely to desire to encounter this formidable interests with no other support than the consciousness of having discharged duties. I therefore recommend that the fourth section of the act of April 7th, 1871, be amended so as to make the penalties provided by that section recoverable by indictment against the corporations and its employes, and that the fifth section be amended so as to make it the duty of the Attorney General to prosecute railway companies for violations of the law, and that similar alterations be made in the act of April 15th, 1871.

But it seems to me that the real causes of the manifold abuses, extortions and oppressions to which the people are subjected are to be found in the fact that railroad property has passed under the control of combinations of financial adventurers who are in nowise interested in the proper management of the roads.

This condition of the management of railroads may be accounted for by referring it in part to the great increase of the speculative wealth of the country; the tendency everywhere, in every business, to organization; and the circumstance, so unfortunate for the people, that the General Assembly did not, in the enactment of the special and general laws authorizing the creation of railroad corporations, expressly reserve such sufficient power to regulate and control their internal management as would insure the protection of the interests of the body of the stockholders and the public.

The enormous system of internal improvements undertaken by the State in its early history, proves that the people even then perceived the usefulness of railways, and their willingness to make large sacrifices to secure to themselves their advantages; and since the failure of that system, no State has made greater efforts, by liberal acts of incorporation to private adventures, grants of the right of way for railroads previously acquired by the State, gratuities in money and lands, and loans of credit by counties and other public and municipal bodies, to secure the construction of railroads, than has Illinois, and the citizens of the State have, with the most liberal spirit and by every means in their power, aided in the development of the railway system to its present proportions.

The State of Illinois contains within its limits more than six thousand miles of railroad; they penetrate almost every county. And the railroads of this State, by their legal connections, and the identity of their interests and purposes with those of other States, have become a part of a system that it is said embraces sixty thousand miles of railroads in the United States, and which is being extended to limits that do not admit of easy definition.

The railroad and carrying interests control a larger amount of capital than any other in the United States, and by means of their capital, and their intimate relations with all other business pursuits, extending too, as railroads do, to all parts of the country, they exercise a greater measure of influence than was ever before, in any country, in the hands of individuals. The iron rail, the steam engine and the telegraph, all now in substantial co-operation, already control the commerce of the continent, and to a large extent influence the value of every product of industry and the profits of every business pursuit. They build up favored cities, and depress their rivals; they have diminished the value of the great rivers as highways of commerce; and the shipping of the lakes, and that engaged in coastwise trade, embarrassed by obstacles that the engine upon the iron rail defies, maintain with the new agencies but a feeble and struggling competition. From the superiority of this new method of transportation in speed, in safety and power, all other modes are rendered comparatively useless, and the country is brought to face the fact that in this age of remarkable commercial and intellectual activity the only available lines of intercourse and trade on the continent are under the control of private individuals, who assert for themselves the power and the right to impose burdens upon the intercourse and commerce of the country to an extent to which they acknowledge no definite limits, nor in the exercise of the discretion they claim as to the amounts they may impose, do they admit themselves to be bound to conform to any rule of equality, but they maintain their right to discriminate between different points on their own lines be-

tween different individuals engaged in the same business at the same points, and to increase and reduce their rates at pleasure, until to the ordinary hazards of business is added the uncertain fluctuations dependent upon the management of railways.

In my judgment the existing laws, intended to regulate the duties and define the obligations of common carriers by railway, will not accomplish the object desired, for the reason, amongst others, that they are to a certain extent based upon the wide spread misconception of the true relation of that class of public agents to the people, and, as a consequence of that misconception, the regulations for the government of the owners and managers of railway lines are confused and weakened by assuming that the ownership and management of railway, lines and the receipt, transportation and delivery of passengers and freights for hire, which constitutes the business of a common carrier, are so inseparable that they are necessarily parts of the same general business, while, in the nature of things, and from the force of practices that now extensively prevail on many lines of railway, they are essentially different pursuits; and regulations intended for the government of the one, have no fitness or proper application to the other.

All the railroads now in operation in the State were constructed under the authority of laws that conferred upon the corporators that undertook them the power to acquire the lands needed for the use of their road by consent of the owners, or to take lands as for public uses upon making compensation, and the power to construct and maintain a railway with the proper appurtenances, and to acquire and hold the suitable necessary machinery to operate them, and then to engage in the business of common carriers on their own lines; and it is to the fact that railway corporations exercise the power conferred upon them to carry on the business of common carriers, and by their own arbitrary authority fix the rates they will demand for services rendered exclusively by them on their own lines, or, by combinations with other corporations that claim similar powers, fix the rates between the more important and distant points, that we owe the interest that the people feel in their management. Every one interested in the subject of the cost of the transportation of the products of the country to a market, realizes, in the result of the exercise of these powers by railway carriers, all the evils that are produced by the existence of a monopoly, and many methods have been proposed for affording relief; but without now discussing any of them I am satisfied that the only means that will afford the country the relief demanded is to invite and encourage competition on all the railroads in the State, between the carriers that own or control them, and others who upon just compensation to be made for the use of the roads and their appurtenances, and for the fixed facilities needed, may choose to engage in the business. If the monopoly of the business on any of the important lines of railroad was

taken from the corporation that owns the road, the effect would soon be perceived in the increased facilities for transportation and cheaper rates. It is because competition is not now possible that railroad managers discriminate between localities and individuals, but if the legal right of others to engage in business on the railroads of the State was once established by law, the mere existence of the right would constantly and favorably influence their conduct, though the right of competition secured to individuals by the law might never be exercised.

It was with a view to break up the monopoly of the use of their own railroad lines by common carriers, and, if possible, to separate the ownership of railroad property from the prosecution of that business, that the Constitutional Convention adopted the 10th, the 12th and the 14th sections of the 11th article of the Constitution. Before the adoption of the Constitution of 1870, the public mind had become so affected with the impression that railways could only be useful to the public as long as the corporations controlling them were able themselves to carry on business as common carriers, that a disposition was sometimes apparent to consider the rolling stock and other movable property of railroad corporations as appurtenant to the railroads. To correct that impression, and to prevent its further growth, the 10th section of the 11th article of the Constitution was adopted, which declares "that the rolling stock and other movable property belonging to any railroad company in this State shall be considered personal property, and shall be liable to execution and sale in the same manner as the personal property of individuals, and the General Assembly shall pass no law exempting any such property from execution and sale." And then, to lay the foundation for the assertion of the public right to authorize competition in the business of carriers on the roads of the State, and to furnish the basis for a proper definition of the right of the owners of railroad property, as against the public right to its use, by the 12th section of that article it is declared "that railways heretofore constructed, or that may hereafter be constructed in this State, are public highways, and shall be free to all persons for the transportation of their persons and property thereon, under such regulation as may be prescribed by law." And the 14th section recognizes the right of the State to take the property of corporations for public use to the same extent as the property of individuals may be taken.

These constitutional provisions are intended to establish that there is no necessary connection between the ownership of railroads and the prosecution of the business of common carriers by the same persons or corporations; that railroads are public highways, in which the public have rights, the most important of which is to use them for the transportation of their persons and property, subject only to regulations to be provided by law; that the property of railroad corporations may

be taken by the State for public uses to give effect to its own policy; and the proper conclusion from these sections and from the whole scope of that portion of the Constitution which refers to railroads, is, that the policy intended to be supported is to break up the monopoly of the carrying business, which the owners and managers of railroads have secured, and make the lines of railroads free to commerce, subject only to the rights of the corporations and individuals to whom they belong to demand compensation for their use, and then only to the extent to which they may be used.

The fundamental doctrine of the State Constitution is that railways are highways, and that, considered alone in that character, they belong to the public, subject to the control and regulation of the State; and adopting the language of the Supreme Court, employed in some of the cases in which that tribunal has sustained subscriptions made by public bodies in aid of the construction of railroads, they are *improved highways*, and the corporations that, by the permission and under the authority of the State, invested their means in making the *improvements*, acquired fixed, exclusive and vested property interests in the highway as improved, which the State has no constitutional power to disturb or displace, except in the exercise of the right and power of eminent domain, and upon making just compensation. But, it is true, as before stated, that the corporations that constructed and improved these highways, in addition to the powers conferred upon them to construct and maintain their roads, were authorized to employ upon them the most improved methods of transportation, and to engage in and carry on the business of common carriers of passengers and freights; and under the Constitution, their right to carry on that business cannot be taken from them by legislative action, nor by the exercise of the right or power of eminent domain, for after others have acquired the right to engage in business as carriers on the lines of their railways, there remains to the corporations but the right of participation in a common right which cannot be taken by the State in the exercise of any of its powers.

It will be observed that the theory of the Constitution thus presented concedes to the owners of railroads the right to compensation for the use of their roads, to the full extent that its use may be required or taken, and it will be easy for the General Assembly to prescribe rules under which carriers will be authorized to place upon any of the railroads of the State a definite number of engines and carriages to make stated trips from and to certain points, to move at an established rate of speed, to use the appurtenances of the road, and the fixed facilities provided by the corporation, or the right to provide facilities at different and convenient points along the line, all to be governed by such equal and proper regulations as may be prescribed by the corporation. But the exclusive right of railroad corporations to carry on the busi-

ness of common carriers on their lines is not supported by any just view of the law. They may, notwithstanding the fact that other carriers engage in business on their lines continue to prosecute the same business, but upon the highway of commerce in which they are interested as owners, they, while employed in the office and duty of carriers, have no superior rights to others.

In the conclusion of this view of this important subject it is due to myself that I should say, that the interests of the country demand that the power claimed by private persons and corporations to control all the great lines of intercourse between the remotest points on the continent, and the great centres of commerce and trade, cannot be longer endured.

In the infancy of the system, when railroads were merely subordinates to the natural lines of transportation, and their only competitors for business were the wagons of the pioneers, rights and powers were conceded to the corporations that controlled them, that are utterly inconsistent with the relations they now bear to the commerce of the country. They have superseded the rivers and the lakes, and, like them, must be made free, subject to no other burdens than such as are necessary to compensate those that own them; and no system of regulations which concedes the unfounded claim of railroad corporations, that are also engaged in business as common carriers, to the exclusive use of their lines for their own business, will or can be effectual to prevent the abuses, unjust discriminations and extortions under which the people have suffered so much, and of which they so justly complain.

## PENAL AND REFORMATORY INSTITUTIONS.

### THE PENITENTIARY.

At an early day the report of the Penitentiary Commissioners will be laid before the General Assembly, and I have the satisfaction of informing the representatives of the people that what was expected when the law now in force for the government of the Penitentiary was passed is realized, that the institution is now, and has been for some months past, practically self-sustaining.

On the 17th day of April, 1871, the General Assembly, embarrassed by the unexpected and unfortunate controversy in relation to the proposed relocation of the seat of government, suspended its session until the fifteenth of November following, and left the Penitentiary management without the means of providing employment or support for the convicts, and largely indebted and without credit, so that in fact there were no means of carrying on the institution. I was compelled to convene the General Assembly, and to again urge such changes in the law for the government of the Penitentiary as experience had shown to be necessary, and to ask an appropriation from the treasury for the sup-

port of the institution, if such a law could not be passed. I accordingly issued my proclamation convening the General Assembly at Springfield on the 24th day of May, 1871.

I was, when I issued the proclamation convening the Legislature, fully aware of the certainty that my motives would be misunderstood and unjustly censured, especially as I was compelled to say that I regarded the prosecution of the work upon the new State house as important not only to the general interests of the State, but as a means of providing immediate and remunerative employment for the convicts in the Penitentiary. In my message communicated to the General Assembly at its meeting on the 24th of May, 1871, I frankly stated my views in relation to the subject of appropriations for the prosecution of the work on the State house, and at the same time I said that "It has been my earnest desire since the commencement of my official connection with the government of the State, to see the Penitentiary so conducted as to accomplish the reformation of criminals, and at the same time be as little burdensome as possible to the people of the State, and notwithstanding the unsatisfactory results of past operations, I still believe that with proper legislation and judicious management it may be made eminently useful as a penal and reformatory agency, and at the same time substantially self-sustaining;" and at the same time I felt it to be my duty to add, "the only practicable system for the successful management of the Penitentiary, in my judgment, is that which combines the retention of complete control of the discipline and government of the convicts by the State, with the lease of their labor to persons engaged in special pursuits, etc.," and the General Assembly, soon after its meeting, passed a well considered act which embodies and gives effect to this principle, and executed as the law has been by the Commissioners, whose names appear to the report, all that was then predicted has been fully accomplished.

I feel it to be my duty to express my obligations to the Commissioners for the intelligence and fidelity with which they have discharged their duties, and I have no doubt the Warden and his subordinates, of whose services the Commissioners speak so highly, fully merit their commendations.

But notwithstanding the success of the efforts of the Legislature and the officers of the Penitentiary to improve its discipline, and to relieve the treasury from the burden of its support, I can but consider what has been done as but mere preparation for the commencement of real prison reform.

I do not propose any change in the principle or the general structure of the law now in force regulating the management of the Penitentiary. Under its provisions the labor of the convicts may be made to pay the expenses of the Penitentiary, and under judicious management and



favorable conditions of the general business of the country, possibly produce a surplus of greater or less amount, which ought to be employed for the benefit of the unfortunate persons by whose labor it is produced.

Nor do I think it possible to specifically direct the application of any surplus earnings so as to best promote the interests of the convicts. I therefore recommend that authority be given to the Commissioners to appropriate whatever may remain of the earnings of the Penitentiary, after the payment of all its expenses, to the improvement of the condition of the convicts, to making temporary provision for the support of the more helpless and destitute, after their discharge, until they can find employment, or to aid them in doing so. It is impossible for persons unfamiliar with the actual state of the case, to imagine the utter helplessness of many convicts when discharged from the Penitentiary. Committed to the institution when comparatively young, and while there cut off from all intercourse with their fellow men, they come forth ignorant of all the methods of obtaining honest support, they are outcasts who feel that they would not be benefited by making their actual situation known even to the benevolent, and they are therefore almost inevitably driven to seek the society and the aid of those whose character and habits of life are such as will afford no support to any intention the convict may have formed to pursue better courses. No reformatory system can be considered to be complete without some provision for the temporary shelter and support of persons of this class, nor without affording them aid in finding employment.

#### THE REFORM SCHOOL.

One of the institutions maintained by the State, and that from its objects and organization may, without great impropriety, be classed with its charities, is the Reform School at Pontiac.

This institution, though yet in its infancy, will, if it is so managed as to maintain public confidence hereafter, exercise an important and salutary influence in the improvement and reformation of a class whose condition has always excited the deepest interest.

Juvenile offenders, whose crimes are most frequently the result of the incapacity or the negligence of parents or guardians, or of neglected orphanage, or as experience has demonstrated with respect to many of that class, of latent intellectual or moral incapacity or disease, while they attract and enlist the sympathies of the philanthropic, furnish the most encouraging field for the employment of reformatory agencies, and it is to be hoped that as the State advances in wealth and culture a greater degree of attention will be given not only to the classes intended to be provided for and benefitted by the Reform School, but to neglected childhood wherever it may be found in the State.

It has been found extremely difficult in practice for the courts to harmonize some of the provisions of the law which provides for the commit-

ment of persons to the Reform School, and the general laws that provide for the punishment of offenders by confinement in the penitentiary, with the obvious demands of criminal justice. As an illustration of the difficulty adverted to, it will be observed, by reference to the provisions of the act of 1867, in relation to the Reform School, that all courts of competent jurisdiction are authorized to exercise their discretion in sending juvenile offenders to the county jails in accordance with the laws, or in sending them to the Reform School, provided that no person shall be sent to the Reform School for a term that will detain him beyond the time when he shall arrive at the age of eighteen years. The practical effect of this provision is that a class of persons that are under the age of eighteen years, but have nearly attained that age, are deprived of the benefit of the institution. If they are within a few months of that age, a sentence to detention in the Reform School, until they attain the age of eighteen years, is but for a nominal term, which subjects the State to the expense of conveying the offender to the institution to remain for a time too short to be productive of benefit, while a sentence to confinement in the county jail produces all the mischiefs intended to be avoided by the establishment of the Reform School. It is suggested that it would be a judicious method of removing the difficulty to amend the law so as to authorize the courts to sentence juvenile offenders to the Reform School for a term to extend until they arrive at the age of twenty-one years.

#### INEBRIATE HOSPITAL.

Recent investigations have led the most intelligent thinkers to the conclusion that drunkenness is a form of disease that admits of treatment and cure. This is not the proper occasion to discuss nor present at length any of the theories that have been lately advanced in relation to this form of misfortune, but enough is known to inspire a measure of confidence in the possibility of curing drunkenness by the use of the proper means, and no one familiar with the subject will hesitate to confess that, from its extensive prevalence and the mischiefs and dangers it is constantly producing, all efforts should be made to ascertain, by experiment, whether it does admit of permanent cure; nor would the failure of any experiment that might be made by the State relieve the subject from embarrassment, for there will still remain in the community a large and dangerous class, to whom may be traced the commission of a large proportion of the crimes that afflict society and disturb social order, and the time has come when it is a reproach to the State that no measures can be devised which will bring relief. I am aware that some still urge the total prohibition of the use of the liquors that produce intoxication, as the proper remedy for the evil of drunkenness; but I have never observed any satisfactory evidence of a real intention on the part

of the people to enforce measures of prohibition, nor do I believe the total prohibition of the use of intoxicating agencies possible. But if I am mistaken in this opinion, and the time shall hereafter arrive when the men who believe the total prohibition of the use of intoxicating liquors judicious or possible, will come to consider that object of enough importance to induce them to prefer its success to that of political parties, and vote according to their convictions, and succeed in giving effect to their views, it is not so near at hand that the General Assembly should, on account of its approach, delay to make provision to relieve society from the almost unendurable evils that drunkenness now produce.

Nor would it, in my judgment, greatly affect the duty of the General Assembly to make provision to protect society against the form of danger now under consideration, to express a concurrence with those who believe that intoxication is only a crime that merits punishment—and that is the light in which it is regarded under existing laws. As a crime none of the modes of punishment heretofore employed have been found sufficient to suppress it. As a social vice it is scarcely reprovèd; if, from the character or station of the guilty party, it is thought proper to punish the offender, it is done by the infliction and collection of fines, that only impoverish without reforming him, and the only effect of the frequent imposition of fines is to deprive him of his property and reduce his family to want.

To me the theories upon which the laws respecting drunkenness depend are as manifestly absurd as they are oppressive and unjust. If it is a mere habit, that inflicts no public injury, all the laws that treat it as a crime are unjust, and should be at once repealed. If it is a crime it should be punished whenever committed. The laws should be enforced impartially and without respect to the social standing of the offender, and if a crime, persons who become intoxicated ought to be subjected to the laws that authorize dangerous persons to be restrained.

If drunkenness is a disease or habit that produces physical alterations that assume the form of diseased mental or nervous action, so that the subject becomes an object of danger to individuals or to the public peace, punishments that assume his legal responsibility are unwarranted and unjust, though his confinement may be justified upon grounds that are consistent with proper regard for the safety of the public and with the real interests of the unhappy victim.

Accepting what I conceive to be the most enlightened as well as the most humane view of the subject, I recommend to the General Assembly the establishment of an asylum or retreat for inebriates, to which all persons conscious of their unhappy condition may voluntarily resort upon consenting to such conditions and regulations for the government of their conduct as may be prescribed under the authority of law, and to which all habitual drunkards and persons who become dangerous when intoxicated may be committed, and, if need be, confined until cured.

The safety of individuals and of society is involved in the success of the measure proposed.

Under the criminal laws, all persons who break the peace or threaten to injure the person or property of another may be committed to jail or required to give bail. Intoxicated persons, from their condition, menace the safety of others, and if intoxication is a crime, as I think it is improperly supposed to be, society has a right to demand that preventive means be employed for its protection; if a disease, as I suppose it to be, the victim of social errors and vicious legislation ought to be provided with a retreat, and if possible a cure.

#### REVISION OF THE LAWS.

In 1869 a commission was appointed, in pursuance of an act providing therefor, to revise the general statutes of the State. At the subsequent session, a portion of the work was reported to the General Assembly and adopted. So far as the work of the revisors has come to my attention, in view of the difficulties they had to encounter, it has been well performed and shows that it has been entrusted to faithful and skillful hands. There having been no revision or codification of the general statutes since 1845, a period of nearly thirty years, and there having occurred, during the time, two several revisions of the Constitution of the State, it requires no extensive argument to show the necessity of completing this work of revision at an early day, that the law may be supplied to public officers and citizens at reasonable cost, and in proper and intelligible form.

If obedience to the law is expected, it seems as if ample provision should be made by the law making power to bring its provisions to the knowledge of those for whose government it is intended, and that, too in methodical and intelligible form, addressed to the common understanding. It is therefore to be hoped that this subject may receive at your hands that early and favorable attention which the public interest would seem to demand.

#### THE JUDICIARY.

It will be the duty of the General Assembly at its present session to divide the State anew into Judicial Circuits, as directed by the 13th section of the 6th article of the Constitution. The duty to be performed is one of much delicacy, and will no doubt be accomplished in the just and impartial spirit contemplated by the Constitution.

#### REPORTS OF STATE OFFICERS.

The reports of the Secretary of State, the Auditor, the Treasurer and Superintendent of Public Instruction will be laid before the General Assembly. I cannot permit myself to separate from these officers without testifying to the faithfulness with which all of them have discharged their duties to the State.

These reports present a clear and full statement of the condition of the business in their respective offices, and contain much information of great value to the people of the State.

The State of Illinois is now substantially free from debt, and the time is not distant when it will occupy the proud position amongst the States of having discharged all its obligations, and of imposing no burdens upon its citizens except such as may be required to carry on its government.

#### STATE CHARITABLE INSTITUTIONS.

The excellent and exhaustive report of the Board of State Charities contains information of the financial condition and wants of the various charitable institutions, and at the same time affords evidence of the wisdom of the policy that suggested the creation of that Board.

No circumstance connected with my official life affords me more pleasure than to bear witness to the earnest devotion of the members of the Board to their interesting and sometimes perplexing duties. They receive no salaries for their services, though nothing, in my judgment, would be more proper than that they should be allowed hereafter such compensation as will at least partially indemnify them for the loss of their time.

The report of the trustees and officers of the Hospital for the Insane, the institutions for the Blind, and the Deaf and Dumb, show that they are well managed, and no doubt appropriations will be made adequate to their wants.

It seems to be my especial duty to ask the favorable consideration of the Legislature to the condition and wants of the institution for the care of the Feeble-minded. Until lately, this institution was regarded as an experiment; it is now an established success, and is effecting an amount of good for the unfortunates under its care that fully justifies its increased demands upon the treasury. It appears to me that a competent board (and I know of none more competent than the present trustees of the institution, and the superintendent,) should be appointed to select a location that affords all the requisite facilities, and erect thereon a building suitable to its wants. Such buildings as should be provided need not be expensive, but should be adequate to the wants of the class intended to be aided.

#### INTERNATIONAL PRISON REFORM CONGRESS.

I also have the honor to submit to the General Assembly the able report of Rev. Nehemiah Pierce, one of the delegates appointed by me, under the authority of a joint resolution adopted at the last session of the General Assembly, to attend the meeting of the International Prison Reform Congress which assembled at Middle Temple Hall, in the city of London, in July last.

Mr. Pierce attended the deliberations of the congress, and the report made by him embodies much highly valuable information upon the interesting subjects that claimed the attention of the congress.

The services rendered by Mr. Pierce in attending the congress were entirely gratuitous, and I submit that it would be worthy of the liberality of the General Assembly to appropriate a sufficient sum to repay him for the expenses incurred in preparing his most valuable report.

The reports relating to the Industrial University and the Normal institutions will show the condition of those institutions, and I commend them to the favorable consideration of the General Assembly.

#### NEW STATE HOUSE.

The commissioners for the erection of the new State House, as will appear by their report, have made considerable progress in the work, and have discharged their duties with fidelity to the State. I cannot doubt but that appropriations will be made and the building pushed forward to completion.

There are other subjects that will demand the attention of the General Assembly, and that might with propriety be mentioned, but as the distinguished citizen who will succeed me has large experience in the affairs of the State, I cannot doubt but that they have already secured his attention, and that his views and recommendations will be submitted to you at an early day.

#### CONCLUSION.

I am not willing to close this communication and my official connection with the government without expressing something of my gratitude to the people for the honor they conferred upon me with the chief magistracy of the State. No one is more conscious than I am, that in the necessarily active share I have taken in the varied affairs of this great commonwealth, I have, in the judgment of some, committed mistakes; but I have, in all my important official acts, been governed by my own convictions of duty, only anxious that the free people of the State, to whose candid judgment alone I am responsible, should fully understand my conduct and its reasons and motives, and then decide to approve or relieve themselves from the consequences of what they may regard as my mistakes, by selecting a citizen for my successor who will avoid any error they may think I have committed.

During my administration of the government of the State I have steadily acted upon political principles that I have always cherished as being essential to the well being of my countrymen. I have never faltered in the assertion of the rights of all men to liberty. Habitually distrustful of power, I have insisted upon subjecting all claims of a

right to govern the people or to exercise any authority over them to the test of the Constitution, and I have never willingly submitted to any pretension of any person claiming power to act under the authority of the government of the United States, unless the power claimed was found to have been expressly granted or was necessarily implied in some grant of power contained in the Federal Constitution. And when the authority sought to be exercised has been claimed under a State, I have as earnestly sought to know that it was not comprehended within some power the people of the State have by their constitution reserved to themselves or forbidden to be exercised by others. I have at all times regarded it as amongst my solemn duties to obey the Constitution of the United States, and to aid in defending the government created by that instrument, in the exercise of all its just powers, nor have I felt that my duty to support the Constitution of the United States originated in my official oath to do so.

My duties to the government of the United States began with my birth, and have never been forgotten nor neglected, and my unalterable purpose to discharge those duties has the support of my judgment and my affections, and I have felt under the most solemn of earthly obligations to obey and defend and support the Constitution and laws of the State of Illinois, and to enforce the laws of the State against all who might offend against them. I need not say that the duty of obeying and defending the laws of the State has the support of my most earnest convictions—for the preservation of the just authority of the States is essential to the perpetuity and usefulness of the government of the United States, and the maintenance of both is essential to that which is more precious than either—the liberties of the people.

The Constitution of the United States and that of the State of Illinois, alike admit of amendment and alteration; that of the United States in one of its modes, by the action of three-fourths of the States, and the Constitution of the State of Illinois by the consent of its people; but neither the one nor the other, nor the powers created, or the restrictions imposed by either, can be enlarged, expanded or restricted or limited, by mere construction. I do not believe that the civil war or its results altered or changed the Constitution of the United States, or that the war or its results enlarged or expanded the powers of the federal government, or contracted or diminished the powers of the States; nor did the war, either in its origin or history or its results, prove that according to the just theory of the government, the Federal and State systems are rivals for power, or that their powers, when rightly understood and wisely exercised, can be brought into collision. On the contrary, they are mere agencies and trustees of the people, who have assigned to the federal system certain well-defined duties, reserving to themselves in express terms all other powers of government; and then, that the es-

essential rights of the citizens might be made secure, the people of the States have, in their Constitutions, declared that there are powers that no authority shall exercise, and that they possess rights that no government shall invade. I have at all times felt the deepest solicitude for the maintenance of the rights reserved to the States and the people for the reasons, alone, that they are the rights that are in the greatest danger of invasion; and while I have been watchful to maintain the authority of the States and the rights of the people when threatened from any quarter, my apprehensions have been most alive to dangers from the abuse of the powers of the federal government and from the influences of powerful and corrupt combinations that have their centre at the seat of the federal government, and from that centre extend their baneful influences over the whole country.

It is a fact, attested by history, that all the great dangers and convulsions that have threatened the overthrow of the Republic, and the subversion of public liberty, have had their sources there. It was at Washington that dis-union was conceived, and all the measures that made rebellion possible were organized in the Congress of the United States. It was from their seats that members of the two Houses of Congress from the Southern States aroused the fears and stimulated the hates of their constituents, until they became forgetful of the separate independent existence of the States, and the whole section was organized into an "United South."

Rebellion was not possible until all the Southern States were stripped of all independent authority, and ceased to be centres of patriotic resistance; and it is from Washington that influences now proceed that threaten the overthrow of the liberties of the people; and to these influences I have felt it to be my duty to interpose a steady resistance. I do not, as may be inferred, attribute unpatriotic purposes to any department of the government of the United States, but I do declare my belief that as the result of the new and dangerous views entertained by many in authority under that government, from vicious and dangerous alterations which our political system has undergone from the ambition of some, the corruptions of others, and by the combinations of all these causes, the harmony of our systems and the authority of the laws and the purity of the government, and the liberties of the people, are in danger.

My belief that these causes and dangers exist, has the support of many facts. The Congress of the United States is assuming to itself the entire domain of legislation, and to draw under its control every interest of the country, and to enlarge and extend the jurisdiction of the courts of the United States, and to increase the mere discretionary powers of the President. There are few subjects that are not now claimed to be within the control of the government of the United States, and with



the support of the doctrine that the authority of the Federal government over subjects within the scope of its powers, is exclusive of that of the States, the day is not far distant when the right of the States to interfere in the control of the subjects of education, elections, the management of railways and telegraphs, and others of like importance, and their power to enforce justice in their courts, will be denied or greatly abridged. But the whole force of this influence is not confined to mere direct assertion of the authority of Congress, but it extends to the support of the pretensions of persons who hold their offices at the will of a distant authority, to interfere with the people in the exercise of their most important rights. I need not refer to all the facts that exist to support this statement. For nearly two years the rivalries of political parties have disturbed the peace of the State of Louisiana. A faction, largely composed of and headed by federal officeholders, has notoriously employed the troops of the United States, and vessels connected with its revenue service, and the patronage of the custom house, the post office, and the federal courts, to defeat and counteract the efforts of their adversaries; and more recently a judge of the United States, by an act of daring usurpation, has assumed the championship of the interests of one of the rival organizations that are contending for power in that unhappy State, and has, by a judicial order, without parallel in our history, on bills filed by persons claiming offices under the constitution and laws of the State, disposed of and settled the great political questions that grow out of the disputed results of a State election, and he has in fact appointed the future Governor, and the persons who are to compose the Legislature of the State; and after having done so, then, by the use of the army of the United States, took possession of the public buildings and other property of the State; and none of these lawless usurpations and invasions of the laws and liberties of that State have been punished or rebuked. Acts like these may be perpetrated in the State of Illinois, and the consciousness of that fact has impressed upon me the necessity of resisting their influence, and demanding of all obedience to the constitution and laws. It cannot be that the people of the State of Illinois are weary of the right to regulate and order their own domestic institutions in their own way, or that they so doubt their own respect for the government of the United States, that they must enlarge its powers and subject themselves to the despotic agencies that are employed in many of the States of the Union. Illinois has always discharged all its duties to the common Union, and its people have everywhere shown themselves capable of comprehending and vindicating the central principle of American republicanism, "State Sovereignty, National Union."

JOHN M. PALMER.

# NINTH BIENNIAL REPORT

## OF THE

# SUPERINTENDENT OF PUBLIC INSTRUCTION,

### 1871—1872.

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The condition and progress, both actual and comparative, of the Common Schools of Illinois, for the period commencing August 1, 1870, and ending September 30, 1872, will appear from the following statistical tables and summaries :

### POPULATION OF THE STATE.

Entire population of the State, according to the United States	
census of 1870, . . . . .	2,539,891
Estimated present population, . . . . .	3,000,000

### CENSUS OF MINORS.

	1871.	1872.
Number of white persons under 21 years of age, . . . . .	1,331,003	1,362,280
“ colored “ “ “ “ “ . . . . .	12,719	13,383
Whole number of “ “ “ “ “ . . . . .	1,343,722	1,375,663
Whole number in 1870, . . . . .	-	1,323,092
Increase, . . . . .	-	<u>52,571</u>

### SCHOOL CENSUS.

	1871.	1872.
Number of white persons between the ages of 6 and 21 years, . . . . .	870,703	874,526
Number of colored persons between the ages of 6 and 21 years, . . . . .	7,714	8,167
Whole number of persons between the ages of 6 and 21 years, . . . . .	878,417	882,693
Whole number in 1870, . . . . .	-	862,624
Increase, . . . . .	-	<u>20,069</u>

## SCHOOL DISTRICTS.

	1871.	1872
Number of school districts, . . . . .	11,112	11,23
“ in 1870, . . . . .		11,00
Increase, . . . . .		<u>22</u>
Number having school six months or more, . . . . .	10,538	10,76
“ in 1870, . . . . .		10,17
Increase, . . . . .		<u>58</u>
Number having school less than six months, . . . . .	356	27
“ in 1870, . . . . .		55
Decrease, . . . . .		<u>27</u>
Number having no school, . . . . .	218	18
“ in 1870, . . . . .		27
Decrease, . . . . .		<u>8</u>

## PUBLIC SCHOOLS.

Number of public high schools, . . . . .	91	8
“ “ graded schools, . . . . .	651	61
“ “ ungraded schools, . . . . .	10,414	10,69
Whole number of free public schools, . . . . .	11,156	11,39
“ “ in 1870, . . . . .		11,01
Increase, . . . . .		<u>38</u>

## PRIVATE SCHOOLS.

Number of private schools, . . . . .	460	43
“ in 1870, . . . . .		53
Decrease, . . . . .		<u>9</u>
Number of pupils in private schools, . . . . .	34,883	34,78
“ in 1870, . . . . .		41,00
Decrease, . . . . .		<u>6,21</u>

## DURATION OF SCHOOLS.

Aggregate number of calendar months schools sus- tained, . . . . .	75,083	78,73
Aggregate number in 1870, . . . . .		73,96
Increase, . . . . .		<u>4,77</u>

	1871.	1872.
Aggregate number of days schools in session, -	1,636,033	1,712,436
“ “ in 1870, - - - - -	-	1,553,238
Increase, - - - - -	-	<u>159,198</u>
Average number of days schools sustained, - -	146	151
“ “ in 1870, - - - - -	-	<u>142</u>
Increase, - - - - -	-	<u>9</u>
Average number of months schools sustained, - -	6.7	6.9
“ “ in 1870, - - - - -	-	<u>6.7</u>
Increase, - - - - -	-	<u>.2</u>

## SCHOLARS.

Whole number of male scholars, - - -	353,643	345,623
“ “ female scholars, - - -	319,144	316,426
Total number of scholars attending, - - -	672,787	662,049
“ “ “ “ in 1870, - - -	-	<u>652,715</u>
Increase, - - - - -	-	<u>9,334</u>

## TEACHERS.

Whole number of male teachers, - - -	8,826	9,094
“ “ female teachers, - - -	11,459	11,830
Total number of teachers, - - -	20,285	20,924
“ “ “ in 1870, - - -	-	<u>20,081</u>
Increase, - - - - -	-	<u>843</u>

## DAYS TAUGHT.

Whole number of days taught by male teachers, -	889,293	917,318
“ “ female teachers, -	1,128,933	1,155,674
Total number of days taught, - - -	2,018,226	2,072,992
“ “ in 1870, - - -	-	<u>1,998,240</u>
Increase, - - - - -	-	<u>74,752</u>

## ATTENDANCE.

Grand total number of days attendance, -	50,108,492	49,842,481
“ “ “ in 1870, - - -	-	<u>47,896,931</u>
Increase, - - - - -	-	<u>1,945,550</u>

Average daily attendance,	-	-	-	-	1871.	1872.
"	"	in 1870,	-	-	341,686	329,799
Decrease,	-	-	-	-	-	339,540
						<u>9,741</u>

## SCHOOL HOUSES.

No. of school houses built during the year,	470	528
Total cost of the same.	\$758,564 69	\$761,622 39
Average cost,	1,613 97	1,442 46
" in 1870,	-	1,517 65
Decrease in average cost,	-	\$75 19
Total number of school houses,	10,979	11,289
" in 1870,	-	10,773
Increase,	-	<u>516</u>

## DISTRICT SCHOOL LIBRARIES.

Number of districts having libraries,	1871.	1872.
" volumes bought for same during year,	1,092	830
Whole number of volumes in district libraries,	3,647	2,351
	51,133	54,286

## FINANCIAL CONDITION OF DISTRICTS.

Number of districts having outstanding debts,	3,617	2,621
" in 1870,	-	3,808
Decrease,	-	<u>1,187</u>
No. of districts having surplus in hands of treasurer,	6,512	6,963
" in 1870,	-	6,354
Increase,	-	<u>609</u>

## SCHOOL LANDS.

No. of acres sold during the year,	5,350	2,009
" remaining unsold,	14,087	13,489
Net proceeds of sales,	\$89,624 86	\$40,862 40

## TOWNSHIP FUNDS.

Aggregate principal of township funds,	\$4,776,444 92	\$4,868,555 01
" " in 1870,	-	4,643,644 52
Increase,	-	\$224,910 49
Amount of same loaned,	\$4,707,239 31	\$4,806,024 94
" " in 1870,	-	4,583,086 86
Increase,	-	<u>\$222,938 08</u>

	1871.	1872.
Whole amount of interest received, -	\$420,218 36	\$528,811 47
“ “ “ in 1870, - - -	-	381,102 93
Increase, - - - - -	-	<u>\$147,708 54</u>

## SALARIES OF TEACHERS.

	1871.	1872.
Highest monthly wages paid :		
To male teachers, - - - - -	\$250	\$250
To female teachers, - - - - -	120	120
Lowest monthly wages paid :		
To male teachers, - - - - -	15	12
To female teachers, - - - - -	8 50	9 50
Average monthly salaries of :		
Male teachers, as estimated - - - - -	49	50
Female teachers, - - - - -	37	39
Number of counties in which highest salary paid male teachers is \$200 or more, - - - - -	6	6
Number of counties in which highest salary paid male teachers is \$150 or more, but less than \$200, - - -	29	32
Number of counties in which highest salary paid male teachers is \$100 or more, but less than \$150, - - -	40	37
Number of counties in which highest salary paid male teachers is \$75 or more, but less than \$100, - - -	21	17
Number of counties in which highest salary paid male teachers is \$50 or more, but less than \$75, - - -	6	7
	Not reported, 3	
Number of counties in which highest salary paid female teachers is \$100 or more, - - - - -	4	6
Number of counties in which highest salary paid female teachers is \$75 or more, but less than \$100, - - -	12	19
Number of counties in which highest salary paid female teachers is \$50 or more, but less than \$75, - - -	45	30
Number of counties in which highest salary paid female teachers is \$50, - - - - -	19	28
Number of counties in which highest salary paid female teachers is less than \$50, - - - - -	21	16

## SCHOOL PROPERTY.

1871.

## School Houses :

Estimated value, as reported, 1870, - - -	\$10,928,299	
Built and purchased, 1871, - - -	772,981	
	<u>\$11,701,280</u>	

**Furniture, Apparatus, Libraries, etc. :**

Estimated value, as reported, 1870, - . .	\$1,016,490	
Purchased in 1871, - . . . .	171,185	
	<hr/>	1,187,675

**School Lots, Grounds and Appurtenances :**

Estimated value, as reported, 1870, - . .	\$2,376,593	
Purchased in 1871 - . . . .	114,880	
	<hr/>	2,491,473

**Other Lands and Property belonging to Districts :**

Estimated value, as reported, 1870, - . . . .	2,537,917	
Repairs and improvements, reported, 1871, - . .	455,535	

Total (approximate) value, 1871 - . . . .	\$18,373,880
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1872.

**School Houses :**

Estimated value, 1871, - . . . .	\$11,701,280	
Built and purchased, 1872, - . . . .	776,359	
	<hr/>	12,477,639

**Furniture, Apparatus, Libraries, etc.:**

Estimated value, 1871, - . . . .	\$1,187,675	
Purchased in 1872 - . . . .	186,275	
	<hr/>	1,373,950

**School Lots, Grounds and Appurtenances :**

Estimated value, 1871, - . . . .	\$2,491,473	
Purchased in 1872, - . . . .	112,465	
	<hr/>	2,603,938

**Other Lands and Property belonging to Districts :**

Estimated value, 1870, - . . . .	2,537,917	
Repairs and improvements reported in 1871, \$455,535		
“ “ “ 1872, 427,729		
	<hr/>	883,264

Total (approximate) value, 1872, - . . . .	\$19,876,708
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“ reported value in 1870, - . . . .	16,859,300
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Increase - . . . .	\$3,017,408
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**C O S T P E R S C H O L A R .****ON SCHOOL CENSUS.**

	1871.	1872.
For Tuition alone, - . . . .	\$4 63	\$4 92
For Incidental Expenses, - . . . .	58	69
	<hr/>	<hr/>
Total . . . . .	\$5 21	\$5 61

## ON ENROLLMENT.

	1871.	1872.
For Tuition alone, - - - - -	\$6 05	\$6 55
For Incidental Expenses, - - - - -	76	93
<b>Total</b> - - - - -	<b>\$6 81</b>	<b>\$7 48</b>

## ON AVERAGE DAILY ATTENDANCE.

For Tuition alone, - - - - -	\$11 91	\$13 16
For Incidental Expenses, - - - - -	1 49	1 86
<b>Total</b> - - - - -	<b>\$13 40</b>	<b>\$15 02</b>

Grouping the elements in another form, we have the following results:

## FOR TUITION ALONE.

Upon School Census - - - - -	\$4 63	\$4 92
Upon Number Enrolled - - - - -	6 05	6 55
Upon Average Daily Attendance, - - - - -	11 91	13 16

## FOR INCIDENTAL EXPENSES.

Upon School Census, - - - - -	58	69
Upon Number Enrolled, - - - - -	76	93
Upon Average Daily Attendance, - - - - -	\$1 49	\$1 86

## FOR SIX PER CENT. INTEREST ON THE ESTIMATED VALUATION OF SCHOOL PROPERTY.

Upon School Census, - - - - -	\$1 25	\$1 33
Upon Number Enrolled, - - - - -	1 63	1 77
Upon Average Daily Attendance, - - - - -	3 22	3 56

## FOR TUITION AND INCIDENTAL EXPENSES.

Upon School Census, - - - - -	\$5 21	\$5 61
Upon Number Enrolled - - - - -	6 81	7 48
Upon Average Daily Attendance, - - - - -	13 40	15 02

## TOTAL COST PER SCHOLAR,

Including Tuition, Incidental Expenses, and six per cent Interest on Estimated Valuation of School Property :

Upon School Census, - - - - -	\$6 46	\$6 94
Upon Number Enrolled, - - - - -	8 44	9 25
Upon Average Daily Attendance, - - - - -	16 62	18 58

## SUGGESTIVE RATIOS.

Ratio of the Whole Number of Pupils Enrolled, to  
the Whole Number of School-going Children in the  
State, - - - - -

.766

.75



	1871.	1872.
Ratio of the Average Daily Attendance, to the whole		
Number of School-going Children in the State -	.388	.374
Ratio of the Average Daily Attendance, to the Whole		
Number of Scholars Enrolled, - - - -	.508	.498
Ratio of Males to Whole Enrollment, - - -	.525	.522
Ratio of Females to " " " " - - -	.475	.478
Average Number of Days' Attendance for Each Pupil		
Enrolled, - - - - -	74.5	75.3
Average Number of Pupils Enrolled in Each School,	60.	58.

## COUNTY SUPERVISION.

Some of the services rendered by County Superintendents of Schools, are shown by the annexed tabular statements.

## EXAMINATION OF TEACHERS.

Number of places where held, - - - -	435	400
Number of Examinations held during the year,	3,663	3,681
" " in 1870, - -		2,729
Increase, - - - - -		<u>952</u>
Number of Male applicants, - - - -	8,548	10,045
" Female " - - - -	10,875	12,202
Total Number of applicants examined, - -	19,423	22,247
" " " in 1870, - - -		17,233
Increase, - - - - -		<u>5,014</u>
Number of Male applicants rejected, - - -	2,141	1,997
" Female " " - - -	2,974	2,869
Total Number rejected, - - - -	5,115	<u>4,866</u>

## CERTIFICATES ISSUED.

In 1871.	First Grade.	Second Grade.	Total.
Gentlemen, - - - - -	1,414	5,164	6,578
Ladies, - - - - -	1,024	6,936	7,960
Total, - - - - -	2,438	12,100	14,538
In 1872.			
Gentlemen, - - - - -	1,810	6,361	8,171
Ladies, - - - - -	1,349	8,231	9,580
Total, - - - - -	3,159	14,592	17,751
Total for the two years, - - - -	5,597	26,692	32,289

	Genta.	Ladies.	Total.
First grade, 1871, . . . . .	1,414	1,024	2,438
" " 1872, . . . . .	1,810	1,349	3,159
Total First grade, . . . . .	3,224	2,373	5,597
Second grade, 1871, . . . . .	5,164	6,936	12,100
" " 1872, . . . . .	6,361	8,231	14,592
Total Second grade, . . . . .	11,525	15,167	26,692
Total for the two years, : . . . .	14,749	17,540	32,289
	1871.	1872.	Total.
Gentlemen—First grade, . . . . .	1,414	1,810	3,224
" Second " . . . . .	5,164	6,361	11,525
Total, . . . . .	6,578	8,171	14,749
Ladies—First grade, . . . . .	1,024	1,349	2,373
" Second " . . . . .	6,936	8,231	15,167
Total, . . . . .	7,960	9,580	17,540
Grand Total, . . . . .	14,538	17,751	32,289

## EXAMINATIONS IN THE NATURAL SCIENCES,

UP TO OCTOBER 1, 1872.

## Number of Teachers examined :

Males, . . . . .	1,989	
Females, . . . . .	1,984	
		3,973

## Number successful :

Males, . . . . .	1,557	
Females, . . . . .	1,557	
		3,114

## Number unsuccessful :

Males, . . . . .	424	
Females, . . . . .	435	
		859

## No. of Provisional certificates issued :

To Males, . . . . .	1,018	
To Females, . . . . .	566	
		1,588

The number of teachers who have successfully passed the examination in the elements of natural science since the preceding table was made up, is very large. At the present rate of progress, ninety per cent. of all the teachers in the State will hold full certificates under the new law, by the opening of the schools in the autumn of the present year, 1873.

## VISITATION OF SCHOOLS.

	1871.	11
Number of different schools visited, - - - - -	9,708	
"    in 1870, - - - - -		
Increase, - - - - -		
Number visited more than once, - - - - -	2,365	
"    in 1870, - - - - -		
Increase, - - - - -		
Number not visited at all, - - - - -	1,189	
"    in 1870, - - - - -		
Decrease, - - - - -		
Number of days employed in visiting schools, - - - - -	9,237	
"    in 1870, - - - - -		
Increase, - - - - -		
Average number of days spent in school visitation, - - - - -	91	
"    in 1870, - - - - -		
Increase, - - - - -		

## COUNTY TEACHERS' INSTITUTES,

IN 1871.

Number of Institutes held, - - - - -	
Aggregate days continuance, - - - - -	
Average, " " - - - - -	
Number of Public Lecturers and Instructors, - - - - -	
Whole number of Teachers attending, - - - - -	

## RECEIPTS AND EXPENDITURES FOR INSTITUTES.

Amount appropriated by counties, - - - - -	\$1,693.95	
"    received from members, - - - - -	1,649.27	
"    "    other sources, - - - - -	622.35	
		\$3,965.57
Paid Lecturers and Instructors, - - - - -	\$2,381.95	
"    for incidental expenses, - - - - -	1,194.74	
		\$3,576.69
On hand, to balance, - - - - -		\$3,965.57

## IN 1872.

Number of Institutes held,	- - - - -	160
“ held in 1870,	- - - - -	119
Increase,	- - - - -	<u>41</u>
Aggregate days' continuance,	- - - - -	866
“ in 1870,	- - - - -	463
Increase,	- - - - -	<u>403</u>
Average days' continuance,	- - - - -	5.4
“ in 1870,	- - - - -	3.9
Increase,	- - - - -	<u>1.5</u>
Number of Lecturers and Instructors engaged,	- - - - -	532
“ in 1870,	- - - - -	515
Increase,	- - - - -	<u>17</u>
Whole number of teachers attending,	- - - - -	7,771
“ “ in 1870,	- - - - -	5,868
Increase,	- - - - -	<u>1,903</u>

## RECEIPTS AND EXPENDITURES.

Amount appropriated by counties,	- - -	\$2,261.10	
“ received from members,	- - -	3,305.13	
“ “ “ other sources,	- - -	999.15	
		<u>          </u>	\$6,565.38
Paid Lecturers and Instructors,	- - - - -	\$4,389.25	
“ for incidental expenses,	- - - - -	1,758.03	
		<u>          </u>	\$6,147.28
On hand, to balance,	- - - - -	- - -	418.10
			<u>          </u>
			\$6,565.38

## STATE TEACHERS' CERTIFICATES.

	1871.	1872.	Total.
Number issued :			
To Gentlemen,	- - - - - 3	5	8
To Ladies,	- - - - - —	1	1
	<u>          </u>	<u>          </u>	<u>          </u>
Total,	- - - - - 3	6	9

## ILLITERACY.

Report of number between the ages of 12 and 21, unable to read and write, and causes therefor, made in pursuance of the provisions of the provisions of the new school law.

CAUSES.	NUMBER.
Indigence, - - - - -	447 .
Feeble health, - - - - -	300
Unsoundness of mind, - - - - -	278
Inaccessibility of schools, - - - - -	453
Neglect of Parents or Guardians, - - - - -	4,175
Truancy, - - - - -	171
Colored persons, - - - - -	308
Mutes, - - - - -	25
Blindness, total or partial, - - - - -	82
Impediment of speech, - - - - -	2
Deafness, - - - - -	5
Intemperance of Parents, - - - - -	1
Unknown, - - - - -	506
Total, - - - - -	<u>6,753</u>
Males, - - - - -	3,409
Females, - - - - -	3,307
Sex not specified, - - - - -	37
	<u>6,753</u>

The actual number of illiterates is doubtless many times as great as that reported. This is the first report under the new law—future ones will no doubt be more full and accurate.

## CURRENT SCHOOL FUNDS.

The funds for the support of common schools in the years 1871 and 1872, were derived from the sources indicated in the subjoined statements. The first two items in each year, are taken from the books of the Auditor; the others are given as reported to this office by the County Superintendents.

## 1871.

Amount of the two mill State School Tax apportioned to counties by the Auditor, - - - - -	\$900,000 00
Amount of interest upon the School, College and Seminary Funds, apportioned to counties by the Auditor, -	54,564 93

Amount raised by an <i>ad valorem</i> tax, in the school districts, for general school purposes, - - - -	4,895,396 92
Amount of interest received on the Township Funds. -	420,218 36
Amount received on District Bonds issued for Building purposes, - - - - - - - -	917,541 29
Amount received from Rents, - - - - -	58,602 14
Amount received from Sales of School Property, - -	16,131 17
Amount received from Fines and Forfeitures, - -	10,733 02
Amount reported as received from various other designated sources, - - - - - - - -	197,493 72
Total reported receipts in 1871, - - - -	<u>\$7,470,681 55</u>

## 1872.

Amount of the two mill State School Tax apportioned to counties by the Auditor, - - - - -	\$900,000 00
Amount of interest upon the School, College and Seminary Funds, apportioned to counties by the Auditor, -	54, 564 93
Amount raised by <i>ad valorem</i> tax, in the districts, for general school purposes, - - - - - - - -	5,292,942 65
Amount of interest received upon the Township Funds, -	528,811 47
Amount received on District Bonds, issued for Building purposes, - - - - - - - -	294,332 90
Amount received as interest on District Funds loaned, -	82,352 37
Amount received, borrowed money, - - - - -	220,690 80
Amount received from Fines and Forfeitures, - -	12,946 06
Amount received from sales of School Property, -	11,207 86
Amount reported as received from various other designated sources, - - - - - - - -	102,273 72
Total reported receipts in 1872, - - - -	<u>\$7,500,122 76</u>

## EXPENDITURES.

The expenditures for common school purposes, in the years 1871 and 1872, respectively, embrace the items contained in the annexed Statements. These items and amounts are made up from the reports of the County Superintendents to this office, and their reports are compiled from those made to them by the Township Treasurers, upon the accuracy of whose books and records, the correctness of these exhibits depends. In no former year has such extreme care been taken to secure full and accurate reports from townships and counties, and it is believed that the effort has been reasonably successful. The amount noted "miscellaneous," in each year, is made up of some hundreds of small items, of which a few only are given as samples.

## 1871

For salaries of Male Teachers, - - - - -	\$2,073,666	94
“ “ “ Female “ - - - - -	1,995,946	94
Total paid Teachers, - - - - -	4,069,613	88
For New School Houses, - - - - -	758,564	69
“ School Sites and Grounds, - - - - -	114,880	29
“ Purchase of School Houses - - - - -	14,416	71
“ Rent of School Houses, - - - - -	22,415	92
“ Repairs and Improvements, - - - - -	455,535	33
“ School Furniture, - - - - -	128,826	68
“ School Apparatus, - - - - -	38,282	92
“ Books for District Libraries, - - - - -	4,076	00
“ Fuel and Incidental Expenses, - - - - -	509,827	10
Paid Township Treasurers:		
For Clerical Services - - - - -	\$22,384	55
“ Commissions, - - - - -	116,331	71
Paid Interest on District Bonds, - - - - -	294,314	70
“ Principal of “ “ - - - - -	496,745	21
“ for Insurance, - - - - -	5,799	35
For Loans Paid, - - - - -	9,007	67
“ Services of School Officers, - - - - -	12,318	44
“ Miscellaneous Purposes, as reported and specified, such as district debts, special assessments, old sched- ules, interest refunded, added to township fund, rents refunded, judgments and costs, sinking fund, interest on borrowed money, redemption of land, books, sta- tionery and printing, overpaid tax refunded, expenses of land sales, sheriff's commissions, etc., etc., - - -	79,946	26
Total amount expended in 1871, for all school pur- poses, as reported by County Superintendents, <u><u></u></u>	\$7,153,287	41

## 1872

For salaries of Male Teachers, - - - - -	\$2,182,641	75
“ of female “ - - - - -	2,156,614	56
Total paid Teachers, - - - - -	\$4,339,256.31	
For New School Houses, - - - - -	761,622	39
“ School Sites and Grounds, - - - - -	112,464	99
“ Purchase of School Houses, - - - - -	14,736	68
“ Rent “ “ - - - - -	18,515	73

For Repairs and Improvements,	- - - - -	\$427,728 58
“ School Furniture,	- - - - -	131,072 40
“ “ Apparatus,	- - - - -	50,702 78
“ Books for District Libraries,	- - - - -	4,500 26
“ Fuel and Incidental expenses,	- - - - -	613,244 61
Paid Township Treasurers		
For Clerical services,	- - - - -	\$29,895 55
“ Commissions,	- - - - -	126,197 34
		<hr/> 156,092 89
Paid Interest on District Bonds,	- - - - -	327,435 52
“ Principal “ “	- - - - -	464,459 97
For Insurance,	- - - - -	6,447 09
“ Money borrowed,	- - - - -	20,297 87
“ Miscellaneous Purposes, as enumerated under this head for the preceding year,	- - - - -	32,311 17
		<hr/>
Total amount expended for all school purposes, in 1872,		
as reported by the County Superintendents,	-	<u>\$7,480.889 24</u>

#### COMMON SCHOOL FUNDS—PRINCIPAL.

The annexed statement shows the several items and amounts which make up the Permanent Principal of the Common School Funds of the State. The first four items are taken from the records of the Auditor; the last two are compiled from the official reports of the County Superintendents. A comparison of the present aggregate amount of the Township Fund, with that reported in 1870, shows an increase of that Fund, in the last two years, of \$225,185.68, and the State, total has, of course, been increased by the same amount.

**SCHOOL FUND PROPER**, being three per cent. upon the net proceeds of the sales of the public lands in the State, one-sixth part excepted - - - - - \$613,362 96

**SURPLUS REVENUE**, being a portion of the money received by the State from the General Government, under an act of Congress providing for the distribution of the surplus revenue of the United States, and by act of the Legislature, March 4th, 1837, made a part of the common school fund - - - - - 335,592 32

**COLLEGE FUND**, being one-sixth part of the three per cent. fund, originally required by act of Congress to be devoted to the establishment and maintenance of a State College or University - - - - - 156,613 32



**SEMINARY FUND**, being the proceeds of the sales of the "Seminary lands," originally donated to the State by the General Government for the founding and support of a State Seminary - - - - - \$59,838 72

**COUNTY FUNDS**, created by act of the Legislature, February 7th, 1835, which provided that the teachers should not receive from the public fund more than half the amount due them for services rendered the preceding year, and that the surplus should constitute the principal of a new fund, to be called the "County School Fund." - 348,285 75

**TOWNSHIP FUNDS**, being the net proceeds of the sale of the 16th section in each Congressional township of the State, the same having been donated to the State for common school purposes, by act of Congress, in 1818 - - 4,868,555.01

**TOTAL COMMON SCHOOL FUNDS** of the State, September 30, 1872 - - - - - \$6,382,248.08

### TOPICS TO BE CONSIDERED.

The subsequent part of this report will be chiefly devoted to the following subjects :

1. A somewhat exhaustive analysis of the provisions of the New School Law, especially those concerning the Elements of Natural Science, and those in relation to County Supervision of Schools.

2. A view of the History, Condition and Progress of our State and County Normal Schools.

3. An inquiry into the Educational Rights of Children ; the nature and grounds of those rights ; and the Competency, Necessity and Expediency of Legislative Interposition to arrest the growing evils of Absenteeism and Truancy, by Requiring all who have the control of children, to provide for them, and see that they obtain, a Good Common School Education.

## THE NEW SCHOOL LAW.

The Twenty-seventh General Assembly made more and greater changes in the school law than had been made by all preceding Legislatures since the free school system of the State was first established. I think it may also be said that no school bill, since the passage of the original act, has been prepared with more thoughtful care, or with a more sincere desire to improve the school system, than that which became a law, April 1, 1872, and went into effect July 1, 1872. If the law contains some provisions which are regretted, it also contains many from which the most excellent results are confidently expected. The errors, if any, were wholly of the judgment—none who know the history of the bill, and the patient labors of the two gentlemen who, respectively, had charge of it in all its course through the House and Senate, will question their earnestness of purpose to do the very best that could be done. It is a pleasure to say this, and it will not be forgotten in whatever may be said in the course of the somewhat careful examination of the law which is now proposed.

One fact is worthy of preliminary notice: the changes were not made in a separate amendatory act, as had always previously been done, but incorporated with the respective sections of the old law, thus bringing the whole into one act. The convenience of this will be appreciated. The number of supplementary and amendatory acts had so increased as to make it difficult to keep them all in mind, and give to each its proper modifying effect, while reading the body of the law. Considerable perplexity, and frequent errors of construction resulted. The new law is a codification of the common school legislation of the State, complete and entire in itself. Whoever reads it may give his whole attention to the text before him, assured that no fugitive amendments will be discovered to change or complicate the interpretation.

It is proposed, first, to bring together in one view all the changes made in the school system by the Twenty-seventh General Assembly, that their number, nature and extent may be seen; and then to endeavor to ascertain, by analysis and comparison, which of those changes are for the better and which are for the worse, and thus deduce the net results of gain or loss.

The subject will be considered under two general heads: Modifications or changes made in the provisions of the old law; and New Provisions. This division is natural, and necessarily exhaustive, and will best serve to show just what has been done, and how—what of the old remains, and what is new. In giving the modifications, the law as it was, and as modified, will both be given, for convenience of comparison. To save time and space, the points will be classified and grouped as much as possible.

## I. MODIFICATIONS.

1. *Apportionment of Funds.*—Under the old law there were three different bases of apportionment: the Auditor of State made his apportionment to counties as follows—one-third in proportion to territorial area, and two-thirds in proportion to the number of children under twenty years of age; county superintendents of schools made their apportionment to townships as follows—one-third in proportion to territorial area, and two-thirds in proportion to the number of children under twenty-one years of age; township trustees apportioned to school districts as follows—one-half in proportion to the number of children under twenty-one, and the other half in proportion to the attendance certified in the schedules of teachers. Under the new law, the auditor, county superintendents and trustees distribute the funds by one uniform rule, namely, in proportion to the number of children under twenty-one years of age. Again, under the old law, white children only were included in the basis of distribution—under the new, all children are included, without regard to race or color.

2. *Visitation of Schools.*—The old law peremptorily required county superintendents to visit every school in their respective counties at least once in each year; the new law requires such visitation to be made only when so directed by the county board.

3. *School Elections.*—Under the old law, school trustees were elected on the second Monday of April, annually; under the new law they are elected on the second Saturday of April, except in townships which are territorially identical with the civil towns as established under the township organization laws, in which cases school trustees are elected at town meeting, and in the same manner as other town officers. The election of directors is changed from the first Monday of April to the first Saturday of April. All special elections to fill vacancies in boards of trustees and directors must be held on some Saturday, instead of some Monday, as heretofore. The special requirements of voters on questions of raising money are removed, and any person having the qualifications of a voter at a general election, may vote on all school questions.

4. *Tenure and Residence of Township Treasurers.*—Township treasurers hold their office for one year instead of two, and are required to be residents of their respective townships, which was not required by the old law.

5. *Altering District Boundaries.*—Under the old law, trustees could make such changes in districts and district boundaries as they saw fit, provided only that it was done at a stated semi-annual meeting—no petition or vote of the people was necessary, or of any binding force. The new law takes all such discretionary power from boards of trustees, and obliges them to make such changes as a majority of the voters may

desire. It also requires a copy of the record and map to be filed in the office of the county clerk within ten days after any changes in district boundaries, as an essential condition of the validity of such changes. The old law did not so require.

6. *Use of School Houses.*—The new law expressly authorizes boards of directors to grant the temporary use of school houses for religious meetings and Sunday schools, for evening schools and literary societies, and for such other meetings as they may deem proper. The old law conferred upon directors no such authority.

7. *Custody of District Funds.*—The new law declares the township treasurer to be the only lawful depositary and custodian of all district school funds, as well as of all township funds, a point upon which the old law was not explicit.

8. *District School Tax.*—By the new law, directors cannot levy an annual tax of more than two per cent. for the support of schools during the period fixed by statute. The old law imposed no such restriction, but authorized directors to levy whatever tax was found to be necessary to support schools for the prescribed number of months each year.

9. *District Bonds.*—Heretofore a district could, when so authorized by vote of the people, issue bonds for building purposes to an amount equal to five per cent. of the taxable property of the district, irrespective of existing indebtedness; and this could be done annually, if the authority was duly conferred by vote. The new law limits the amount that may be borrowed on district bonds to five per cent. of the taxable property of the district, including previous indebtedness. When the total debt of a district reaches that point, not another bond can be issued until said debt shall have been first reduced below the legal maximum.

10. *Duration of Schools.*—Under the old law every district was required to maintain a free school for at least six months in each year, as a condition of receiving a share of the public funds; under the new law every district must support a free school for at least five months in each year, as such condition. Heretofore directors could not extend schools by taxation beyond six months without a vote of the district; the new law allows them to tax for a nine months' school, if they see fit, provided the rate required to be levied does not exceed two per cent.

11. *Payment of Schedules.*—By the new law teachers' schedules are expressly declared to be payable monthly, and when not so paid, after having been duly certified by the directors and filed with the township treasurer, interest accrues at the rate of ten per cent. per annum, from date of filing, till paid. These provisions were not clearly expressed in the old law.

12. *The School Month.*—In the old law the school month was defined to be "the same as the calendar month, excluding Saturdays and Sun-

days, and lawful holidays." The new law declares that "the school month shall comprise twenty-two school days actually taught."

13. *Holidays*.—The old law specified the holidays, and provided that teachers should not be required to teach on such holidays, nor to make up the time. The new law simply provides that "teachers shall not be required to teach on legal holidays, thanksgiving, or fast days appointed by State or national authority."

14. *Compensation of School Officers*.—Under the old law county superintendents of schools received three per cent. upon the amount of sales of school lands, two per cent. upon the amount of all sums distributed, paid or loaned out by them, and five dollars a day for other official services actually rendered. Township treasurers received two per cent. upon all sums distributed, paid or loaned out by them. The new law provides that county superintendents of schools shall hereafter receive, in full for all services performed by them, such compensation as is or may be fixed by law; and that township treasurers shall receive, in full for their services, a compensation to be fixed, prior to their appointment, by the board of trustees. The Fees and Salaries Act, approved March 29, 1872, gives county superintendents the same commissions as before, and four dollars a day for all other duties required by law to be performed by them, for such number of days as may be designated by the county board. The only exception is the county of Cook, whose superintendent's per diem is eight dollars instead of four.

There are several other modifications of minor details, which need not be here enumerated.

## II. NEW PROVISIONS.

In addition to the foregoing modifications of the old law, the law now in force contains the following new provisions:

1. *Consolidation of Fractional Townships*.—Section twenty-three provides that when any fractional township contains less than forty persons under twenty-one years of age, the trustees thereof, upon petition of a majority of the inhabitants, may, by written agreement entered into with the board of trustees of any adjacent township, consolidate the territory, school funds and other property of such fractional township with such adjacent township, and thereafter shall cease to exercise the functions of school trustees for such fractional township. And section eighty-four provides that "any fractional township not having the requisite number of inhabitants to petition for the sale of the school lands therein, which has not heretofore been united with any other township for school purposes, and which does not contain a sufficient number of inhabitants to maintain a free school, is hereby attached for school purposes, to the adjacent township having the longest territorial line

bordering on such fractional township; and all the provisions of this act shall apply to such united townships the same as though they were one and the same township."

2. *Delivery of Poll Book and Certificate.*—After any election of trustees or directors, the judges are required to deliver the poll book and certificate to the proper officer within ten days after such election, and in default, said judges are liable to a penalty of not less than twenty-five nor more than one hundred dollars, to be recovered, in the name of the People of the State of Illinois, by action of assumpsit, before any justice of the peace of the county; which penalty, when collected, shall be added to the funds of the township or district, as the case may be.

3. *Deduction of Debts.*—The rule is established that when a district which is in debt is divided into two or more districts, the full amount of such debt shall be deducted from the funds and assets of said original district, before any division of said funds and property is made between the respective new districts.

4. *Township High Schools.*—A township high school may be established in any township desiring it, in the following manner:

"Upon petition of fifty voters of any school township, filed with the township treasurer at least fifteen days preceding a regular election of trustees, it shall be the duty of said treasurer to notify the voters of the township that an election "For" and "Against" a high school will be held at the next ensuing election of trustees, and the ballots to such effect shall be received and canvassed at such election; and if a majority of the votes at such election shall be found to be in favor of a high school, it shall be the duty of the trustees of the township to establish, at some central point most convenient for a majority of the pupils of the township, a high school, for the education of the more advanced pupils. For the purpose of building a school house, supporting the school, and other necessary expenses, the township shall be regarded as a school district, and the trustees shall have the power and discharge the duties of directors for such district in all respects: *Provided*, that in like manner the voters and trustees of two or more adjoining townships may co-operate in the establishment and maintenance of a high school, on such terms as they may, by written agreement made by the boards of trustees, enter into."

5. *Statistics of Illiteracy.*—Boards of school directors are required to collect and report to township treasurers the number and names of persons above the age of twelve years and under twenty-one, residing in their respective districts, who are unable to read and write, and the cause or causes of the neglect to educate them; and township treasurers are required to include the same statistics in their reports to county superintendents.

6. *Financial Statement of Directors.*—At the stated annual election of directors, on the first Saturday of April, every board of directors is required to make a detailed written report of its receipts and expenditures, to the voters there present, a copy of which shall be transmitted to the township treasurer within five days of the time of said election.

7. *Statement of Uncollected Taxes.*—In case any part of the district school taxes of any township remains uncollected when said taxes are due and demand is made therefor by the township treasurer, collectors are required to deliver to said treasurer, in addition to the amount collected, a detailed statement of the uncollected taxes for each district of such township.

8. *Special Powers and Duties of School Directors.*—It is made the imperative duty of boards of directors to prescribe what branches of study shall be taught, and what text-books and apparatus shall be used in their respective schools, and strictly to enforce uniformity of text-books therein; but they are not to permit text-books to be changed oftener than once in four years. They may suspend or expel pupils for incorrigibly bad conduct, and it is declared that no action shall lie against them for such expulsion or suspension. They are also authorized to provide that children under twelve years of age shall not be confined in school more than four hours daily.

9. *New Branches.*—Teachers of common schools are required to be examined in the elements of the natural sciences, physiology and laws of health, in addition to the branches previously prescribed. But on the request of directors, certificates may be granted to teachers who are not able to pass an examination in the additional branches. Vocal music and drawing may also be taught in the public schools, when deemed expedient by the directors, or requested by the voters of the district.

10. *Loaning District Funds.*—It is provided that when there is a surplus of funds in the hands of the treasurer, belonging to any school district, he may loan the same, for the use and benefit of said district, upon the written request of the directors of such district, but not otherwise; and all such loans shall be on the same terms and conditions as are prescribed for the loaning of township funds.

11. *Removal of Delinquent Directors.*—Another new provision is, that any director failing or refusing to perform his duties as director, according to law, may be removed by the county superintendent, and an election ordered for a new director, as in other cases of vacancy.

12. *Perversion of School Funds.*—The appropriation, payment or use of any part of any school fund, for any sectarian or denominational purpose, is forbidden in the following emphatic language:

"No county, city, town, township, school district or other public corporation, shall ever make any appropriation or pay from any school fund whatever, anything in aid of any church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university or other literary or scientific institution controlled by any church or sectarian denomination whatever; nor shall any grant or donation of money or other personal property ever be made by any such corporation to any church, or for any sectarian purpose; and any officer or other person, having under his charge or direction school funds or property, who shall pervert the same in the manner forbidden in this section, shall be liable to indictment, and upon conviction shall be fined in a sum not less than double the value of the property so perverted, and imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court."

13. *Traffic in School Books, Etc.*—Equally emphatic are the following inhibitions:

"No teacher, state, county, township or district school officer, shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this state with which such officer or teacher may be connected, and for offending against the provisions of this section shall be liable to indictment, and upon conviction shall be fined in a sum not less than twenty-five nor more than five hundred dollars and may be imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court."

**14. Election of Boards of Education.**—Another new provision of the school law is that which in certain cases substitutes Boards of Education, with special powers, for the ordinary boards of school directors. This applies to all districts having a population of not less than two thousand persons. The full text of this new provision, as to preliminary organization, is as follows :

"In all school districts having a population of not less than two thousand inhabitants, and not governed by any special act in relation to free schools now in force, there shall be elected, instead of the directors provided by law in other districts, a board of education, to consist of six members and three additional members for every additional ten thousand inhabitants, to be elected in the manner provided by section forty-two of this act for the election of school directors. At the first election of directors succeeding the passage of this act, in any district having a population of not less than two thousand inhabitants by the census of eighteen hundred and seventy, and in such other districts as may hereafter be ascertained by any special or general census to have a population of not less than two thousand inhabitants, at the first election of directors occurring after taking such special or general census, there shall be elected a board of education, who shall be the successors of the directors of the district; and all rights of property and rights and causes of action existing or vested in such directors shall vest in said board of education in as full and complete a manner as was vested in the school directors. Such board, at its first meeting, shall fix by lot the terms of office of its members, so that one-third shall serve for one year, one-third for two years, and one-third for three years; and thereafter one-third of the members shall be elected annually, on the first Saturday in April, to fill the vacancies occurring, and to serve for the term of three years."

**15. Re-organization Under the General School Law.**—The manner in which schools now managed under special acts, may be re-organized under the free school law of the State, is as follows :

"Any city, incorporated town, township or district in which the free schools are now managed under any special act, may, by vote of its electors, cease to control such schools under such special act, and become a part of the school township in which it is situated, and subject to the control of the trustees thereof, under and according to the provisions of this act. Upon petition of fifty voters of such city, town, township or district, presented to the board having the control and management of schools in such city, town, township or district, it shall be the duty of such board, at the next ensuing election to be held in such city, town, township or district, to cause to be submitted to the voters thereof, giving not less than fifteen days' notice thereof by posting not less than five notices in the most public places in such city, town, township or district, the question of "Organization under the Free School Law;" and if it shall appear, on a canvass of the returns of said election, that a majority of the votes cast at such election are "For Organization under the Free School Law," then at the next ensuing regular meeting of the board of trustees of the township or townships in which such city, incorporated town, township or district is situated, said trustees shall proceed to redistrict the township or townships as aforesaid, in such manner as shall suit the wishes and convenience of a majority of the inhabitants in their respective townships, and to make division of funds and other property in the manner provided by section thirty-three of this act; and at the next ensuing election of director, directors or a board of education, as the case may be, shall be elected in each of the new districts so formed, as provided in section forty-two of this act."

**16. Schools in the City of Chicago.**—The only remaining new provision of special importance is that prescribing the powers, rights and duties of Boards of Education in cities of over one hundred thousand inhabitants, in other words, in the city of Chicago, since no other city in the State contains even one-half that number of inhabitants. The provision is general in form, though specially designed for Chicago, in compliance with the requirements of the constitution, which forbids special legislation on the subject of common schools. As these provisions define the educational system of our chief city, containing one-eighth of the entire population of the State, and are therefore of general interest, I give them without abridgement :



"In cities having a population exceeding one hundred thousand inhabitants, the board of education shall have charge and control of the public schools in such cities, and shall have power, with the concurrence of the city council—

*First*—To erect or purchase buildings suitable for school houses, and keep the same in repair.

*Second*—To buy or lease sites for school houses, with the necessary grounds.

*Third*—To issue bonds for the purpose of building, furnishing and repairing school houses, for purchasing sites for the same, and to provide for the payment of said bonds; to borrow money for school purposes upon the credit of the city.

The board of education shall have power—(*independently of city council*)—

*First*—To furnish schools with the necessary fixtures, furniture and apparatus.

*Second*—To maintain, support and establish schools, and supply the inadequacy of the school funds, for the salaries of school teachers, from school taxes.

*Third*—To hire buildings or rooms for the use of the board.

*Fourth*—To hire buildings or rooms for the use of schools.

*Fifth*—To employ teachers, and fix the amount of their compensation.

*Sixth*—To prescribe the school books to be used, and the studies in the different schools.

*Seventh*—To lay off and divide the city into school districts, and from time to time to alter the same and create new ones, as circumstances may require, and generally to have and possess all the rights, powers and authority required for the proper management of schools, with power to enact such ordinances as may be necessary or deemed expedient for such purpose. Schools in such cities shall be governed as hereinafter stated, and no power given to the board shall be exercised by the city council. The board of education shall have the entire superintendence and control of the schools, and it shall be their duty to examine all persons offering themselves as candidates for teachers, and when found well qualified, to give them certificates thereof gratuitously; to visit all the public schools as often as once a month; to inquire into the progress of scholars, and the government of the schools; to prescribe the method and course of discipline and instruction in the respective schools, and to see that they are maintained and pursued in the proper manner; to prescribe what studies shall be taught, what books and apparatus shall be used. They shall have power to expel any pupil who may be guilty of gross disobedience or misconduct, and to dismiss and remove any teacher, whenever in their opinion he or she is not qualified to teach, or whenever from any cause the interests of the schools may, in their opinion, require such removal or dismissal. They shall have power to apportion the scholars to the several schools. It shall be their duty to establish all such by-laws, rules and regulations for the government and for the establishment and maintenance of a proper and uniform system of discipline in the several schools as may, in their opinion, be necessary. They shall determine from time to time how many and what class of teachers may be employed in each of the public schools, and employ such teachers and fix their compensation. It shall be the duty of the said board to take charge of the school houses, furniture, ground and other property belonging to the school districts, and see that the same are kept in good condition, and not suffered to be unnecessarily injured or deteriorated, and also to provide fuel and such other necessities for the schools as in their opinion may be required in the school houses or other property belonging to said districts.

The said board shall appoint a president and secretary, the president to be appointed from their own number, and shall appoint such other officers and employees as such board shall deem necessary, and shall prescribe their duties and compensation and terms of office; and the said board shall provide well-bound books, at the expense of the school tax fund, in which shall be kept a faithful record of all their proceedings. The yeas and nays shall be taken, and entered on the records of the proceedings of the board, upon all questions involving the expenditure of money. None of the powers herein conferred upon the board of education shall be exercised by them except at a regular meeting of the board.

It shall be the duty of the board to report to the city council, from time to time, any suggestions that they deem expedient or requisite in relation to the schools and the school fund, or the management thereof, and generally to recommend the establishment of such schools and districts. The board of education shall prepare and publish an annual report, which shall include the receipts and expenditures of each school, specifying the source of such receipts, and the object of such expenditures. They shall also communicate to the city council, from time to time, such information within their possession as may be required. They shall have power to lease school property and to loan moneys belonging to the school fund; but all conveyances of real estate shall be made to the city in trust for the use of schools, and no sale of real estate or interest therein used for school purposes or held in trust for schools, shall be made except by the city council, upon the written request of such board of education. All moneys raised by taxation for school purposes, or received from the State common school fund, or from any other source for school purposes, shall be held by the city treasurer as a special fund for school purposes, subject to the order of the board of education, upon warrants to be countersigned by the mayor and city clerk; but said board of education shall not add to the expenditures for school purposes anything over and above the amount that shall be received from the State common school fund, the rental of school

lands, and the amount annually appropriated for such purposes. If said board shall so add to such expenditure, the city shall not, in any case, be liable therefor.

From and after the time this act shall take effect, the board of education in such cities shall consist of fifteen members, to be appointed by the mayor, by and with the advice and consent of the common council, five of whom shall be appointed for the term of one year, five for the term of two years, and five for the term of three years; and at the expiration of the term of any members of said board, their successors shall be appointed in like manner. Any vacancy which may occur shall be filled by the appointment of the mayor, with the approval of the common council, for the unexpired term. Any person having resided in such city more than five years next preceding his appointment, shall be eligible to said office. Nothing herein shall be so construed as to authorize any board of education to levy or collect taxes, or to require the city council to levy and collect any tax upon the demand or under the direction of such board of education."

Such are the changes, modifications and new provisions of the school law that went into effect on the first day of July, 1872. What is to be said of and expected from them? Which of them are likely to prove beneficial, and which of them, if any, will be of contrary effect? Is the new law, upon the whole, better or worse than the old one—wherein better or worse, and how much? These inquiries are next to engage our attention.

Some of the changes are merely verbal or unimportant, others are of secondary importance, while a few of them are of the greatest significance, vitally affecting both the common school system itself, as a system, and also its administration and development. It is of these, only, that it is proposed now to speak; briefly reviewing, first, those provisions which are believed to be good, and then those from which evil is apprehended, with some reasons for the opinions advanced in each case. It is believed, then, that the law has been changed for the better in the following particulars:

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### 1. BASIS OF APPORTIONMENT.

In requiring the school funds to be distributed by the Auditor to counties, and by county superintendents to townships, on population alone. This change was recommended in my last report, for reasons then briefly given. The policy of allowing one-third of the school funds to be apportioned on territorial area, regardless of the number of inhabitants dwelling thereon, was never regarded as strictly just, nor defended on that ground. It was originally adopted as a compromise, to secure the passage of the act, which would otherwise have been defeated; and to benefit those counties, of which there were many at that time, in which the population was small and scattered. It was never intended to be more than a temporary expedient, to be replaced by the more equitable rule now in force, as soon as practicable. It remained undisturbed for seventeen years, being cheerfully submitted to by those counties and townships which were unfavorably affected by it, till it had served the purpose contemplated. Comparatively few counties now

need such a discrimination in their favor, and even they are not seriously affected by the change, while the demand of the great majority of the counties of the State for the abrogation of so artificial a rule of apportionment, was properly regarded as well-founded and just.

It is true that the difference in the amounts received by the respective counties under the new mode of distribution, is not very great, except in Cook county—very much less in fact than is generally supposed—but that difference, whether great or small, is on the side of equity and right, which fact is a sufficient vindication of the change. No argument can satisfy the people that, aside from considerations of expediency or benevolence, the number of men, women and children in a county, is not a juster basis for the apportionment of school money thereto, than is the number of acres of land therein.

It is also to be remembered that persons of color are now included in the enumerations on which the funds are distributed to counties and townships. This is not only a new element of considerable magnitude, but it so happens that it also inures chiefly to the benefit of those very counties which would otherwise have been most unfavorably affected by the change in the law. In the county of Pulaski, for instance, the colored population is, I am informed, nearly equal to the white, and hence the sum accruing to that county under the new rule of distribution, on population alone, will be considerably greater than it was by the former plan. The same is true, to a greater or less degree, of several other counties, especially those on or near the Ohio and Mississippi rivers.

For some unknown reason, probably a clerical mistake, the old law required the Auditor to take the census of persons under *twenty* years of age, as the basis of his distribution of two-thirds of the school funds, while all subordinate officers were required to make their distributions on the census of persons under *twenty-one* years of age. That anomaly remained in the law from the beginning, till the passage of the act now in force. The rule is now uniform, from the Auditor down to school trustees, all being required to apportion on the enumeration of persons under twenty-one years of age. It may be added, in commendation of the change under notice, that it lessens the labor of making dividends, each officer having but one calculation to make, instead of two—a very noteworthy saving of time and work, when the two thousand townships, and eleven thousand districts in the State, are considered.

For these reasons, and others that might be given, it is believed that this change is, on the whole, a good one, and that it ought to stand.

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## 2. SATURDAY FOR MONDAY.

The change of the day of the week for the election of township trustees and of school directors, from Monday to Saturday, would hardly be

of sufficient importance to come within the scope of this review, were it not for the immense number of such school elections annually occurring in the State. When it is considered that there are over eleven thousand school districts, and nearly two thousand organized townships in the State; that in each district there is one stated annual election of directors, and special elections in at least one-third of the districts every year; and that the same is true of the townships, that is, that the number of regular and special elections of trustees is equal, every year, to one and one-third times the whole number of townships, making a grand aggregate of about eighteen thousand school elections annually—when these facts are taken into the account, the importance of selecting the most convenient day of the week, if possible, for such meetings, will be appreciated. It will be seen that the whole voting population of the State is called out, in theory at least, nearly three times in each year to vote for school officers—once, each, to attend the stated elections of directors and trustees, and about once more, in all, to attend special elections. This is exclusive of meetings to vote on business questions, of which there is at least one in every district each year; but these meetings are not required to be held on Saturday—only those for the election of officers.

That this matter is not of small importance, will further appear when it is remembered that these boards of school directors have more to do with the success or failure of the free schools, and the free school system, than all other school officers combined. They stand at the end of the whole line of agents and sentinels posted by law to watch over the schools, and carry out the provisions of the school law in accordance with its letter and spirit. They are charged with the duty of establishing and maintaining schools, of determining their grade and character, and who shall teach them. They have the custody and control of the millions of dollars' worth of school property in the State, and the responsibility of estimating and determining the amount of taxes that shall be collected for school purposes in their respective districts, and how and for what purposes the funds so raised shall be expended. In a word, upon them devolves the final and supreme obligation of seeing that all the children of the State are provided with good and efficient schools, and that the school funds and property of the State are prudently and economically used and expended; and hence, upon their average intelligence and fidelity depend the amount and value of the net results of the whole system.

Notwithstanding these obvious facts, it has always been difficult to induce the body of the people in the school districts to attend the elections of directors. Time and again those who have had the most at stake have staid away from the meeting, on the plea of business, and suffered the election to go by default, or to be controlled by the most

unintelligent, illiberal and incompetent persons in the district; and then, when it was too late for effective opposition, have vainly endeavored to avoid the consequences of their own neglect. Many and many a school has been ruined by thus permitting unfit persons to be chosen directors, and no motives that could be urged, no incentives that could be brought to bear, no appeals or arguments that could be used, have ever availed to entirely check this great evil. Leading business men and heads of families, men who have paid the heaviest taxes, and who have been most deeply concerned in the character of the schools, have continued to absent themselves from the only meetings where their influence could be made effective, for no other or better reason than that they could not spare the time.

Recognizing this state of things, and wishing to do all in its power to remove hindrances and secure a full attendance at district school elections, the Legislature has changed the day for them from Monday to Saturday, from the first secular day of the week, to the last. The object in doing so was to utilize the Western custom, once almost universal and still quite common, of making Saturday a sort of holiday, or half-holiday—a day for “going to town,” and attending to miscellaneous odds and ends of business. It is believed that the change will, upon the whole, very much subserve the public convenience, and ensure a larger attendance and a fuller vote at school district elections, especially in the agricultural districts of the State.

There is, however, one class of our citizens who feel aggrieved by the substitution of Saturday for Monday. There is, it appears, a religious sect, or denomination, known by the designation of “Seventh Day Baptists,” by whom Saturday is regarded and observed as the holy Sabbath. The members and adherents of that denomination complain that they are practically disfranchised by this amendment to the school law, so far as participating in school elections is concerned—that Saturday is as sacred in their view, as Sunday is to the members of other christian sects, and hence that they cannot conscientiously vote for school directors, or do any other secular business on that day. They respectfully represent that they are unjustly deprived of their rights by this amendment, and ask that it may be repealed, and some other week-day be substituted for Saturday. I am not informed as to the number of persons thus affected by the change, nor is it important to inquire. It is desirable to avoid offending the conscience of any, if possible, and the legislature will doubtless accord to the complainants a respectful hearing, and such redress as may be compatible with the public interests. This statement of their case is made in compliance with a request preferred by authorized representatives of the denomination referred to.

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### 8. THE NATURAL SCIENCES.

Conspicuous among the alterations made by the Twenty-seventh General Assembly in our system of public schools, is the requirement that the elements of the Natural Sciences be made a part of the common school course. It is yet too soon to speak of the practical results of this measure, in the school-rooms of the State, as the plan has but just been entered upon, but there are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to teachers ; to the schools, as such ; to the pupils ; to the public at large, and to the general cause of popular education and free schools.

#### EFFECT ON TEACHERS.

Our public school teachers themselves need the spur and inspiration of these new studies. I speak more particularly of the teachers of common district schools, who comprise more than three-fourths of the whole number. Of these, as a class, it has often been said that dullness, listlessness, apathy, narrowness of mental vision, and a lack of spirit, enterprise and ambition, are noticeable characteristics. I once heard a shrewd observer remark that he could detect a person of this class by his very gait, bearing and speech. Without concurring in such a sweeping judgment, and repelling as false and foolish the popular caricatures of school masters and school mistresses, I ask, who are most to blame for such *tendencies* towards mental enervation, as it must be confessed do exist among elementary teachers—the young men and women themselves, or the system under which they teach ? Look at the facts, as they have existed in this State from the beginning of the free school system, and for years before. What have been the studies prescribed by law ? Spelling, reading, writing, arithmetic, grammar, geography and United States history. Who first marked out this course of study, or what considerations led to its original adoption and subsequent tenacious retention, does not appear. But if the author of this common school curriculum is still living, a contemplation of its results will hardly induce him to come forth and claim the honor of his achievement. Of the seven things to be studied, the first four are indeed proper and indispensably necessary, to a certain extent, and even the last three may be profitably attended to, for a brief period, by the most advanced classes. But if it were distinctly proposed to devise a scheme whereby the schools might be rendered the least profitable, that which compels the youth of the State to spend the whole period of their school-going life upon the famous seven branches of the old Illinois law, to the practical exclusion of everything else, must be regarded as a reasonably successful solution of the problem.

Consider that every one of those branches may be taught in a mechanical, text-book manner, (for even reading and penmanship are but partial exceptions to the statement); that every teacher who is disposed to idly drift along on the easy current of printed questions and printed answers, may do so; that after acquiring the prescribed preliminary knowledge requisite to obtaining a license, there is almost 'no necessity' for further effort on the teacher's part, unless, for reasons outside of the demands of the school room, he *chooses* to exert himself; that more than one-half of the teachers of the State have been spending their time, all these years, upon three only of those branches, orthography, reading and arithmetic, living and moving and having their intellectual being, as teachers, in the spelling-book, the primer and reader, and the rudiments of numbers and calculation; that in many instances the books used are the poorest extant, while in others, the same books have been used almost from the time to which the memory of the oldest inhabitant runneth not to the contrary, till the minds of both pupils and teachers slip over their smooth familiar pages almost without a gleam of conscious thought or intelligence; that this state of things has come to be accepted and acquiesced in by the community, in a helpless kind of way, as a sort of dreary necessity from which there was no escape; that the average teacher, just like the average workman in every other pursuit, will earn his wages as easily as he can, doing no more and no better work than is required by the obligations nominated in the bond—consider all this, and then say if it be any wonder that common district school teachers, as a class, should become intellectually enervated and dwarfed, dispirited, weak and languid.

What, then, must be the effect of the law's summons to the study of Natural Science as a condition of licensure, upon this great host of torpid and lethargic teachers? It is almost like the breath of the Lord upon the dry bones in the valley of vision. These teachers were not dead, but sleeping; they lacked not capacity, but opportunity; not ability and willingness to advance, but the obligation and necessity of advancing. And never before has such a spectacle been presented to the people of Illinois. From the time the new law was fairly promulgated in April last, till the schools opened in the autumn, the whole State became as it were one great camp of instruction. Vacation plans were everywhere cheerfully given up, and through all the unprecedentedly intense and protracted dog-day heats of the past summer, great numbers of teachers in every part of the State were assiduously engaged in preparing themselves for examination in the elements of the Natural Sciences. In many counties special Institutes were convened for the purpose, while in others, the stated Institutes were almost wholly devoted to instruction in the new branches. The President and Faculty of the State Normal University kindly consented to lend a helping hand

and announced that the annual session of the State Teacher's Institute, to be held in the month of August, would be chiefly devoted to the same good work. Hundreds of teachers availed themselves of the opportunity and repaired to the University, where they were instructed by the President and the whole corps of Professors, assisted by able and experienced teachers from different parts of the State. In addition to these organized efforts, through the State and County Institutes, innumerable private classes were formed, wherever a suitable number of teachers could be assembled, and the work was diligently prosecuted, with such assistance and under such leaders as could be procured. When no one familiar with the new branches could be found to take charge of a class, the members went forward, nevertheless, and did the best they could to help and encourage one another. To all this array of means and efforts, must be added the individual exertions of teachers innumerable, who quietly pursued their studies in private. Through all those months the inquiry for suitable text-books in Natural Science was general, in every county of the State, and the limited supplies of works of that description were soon exhausted.

Many county superintendents bore a prominent and useful part in these measures to prepare the teachers of the State for their new duties. Some of them, in addition to good service in their own counties, took part in the Institutes of other counties, and in the State Institute, and contributed in every practicable way toward the general result aimed at; and never was the value of a competent and scholarly county superintendency rendered so apparent. When the time arrived for opening the schools, in September, the teachers in those counties whose superintendents had been able and willing to lead and instruct them in the new branches, were generally ready for their work. Professional lecturers on Natural Science, college presidents and professors, private gentlemen of the requisite culture and attainments, and teachers who were already competent to give instruction in one or more of the new branches, were also laid under contribution to a greater or less extent, and helped greatly to push on the work. The common school elements of society, so to speak, were profoundly stirred, everywhere, and a free-school revival, of extraordinary extent and power, was inaugurated.

Up to Oct. 1, 1872, the number of teachers examined in the elements of the Natural Sciences was 3975, of whom 3114 were successful, and 861 unsuccessful; so that in three months from the day the new law went into effect, nearly one-sixth of the whole number of teachers in the state had been examined in the new branches and duly licensed to teach the same. If those be added who were previously qualified to teach the rudiments of science, the total number of teachers in line, on the new branches, the first day of the present school year, would be about one-fifth of the entire teaching force of the state. The number is constantly



increasing as old certificates expire, so that by the close of the school year the elements of natural science will be taught in nearly all the common schools in the state. It is a little remarkable that of the 3114 who had passed successful examinations Oct. 1, the number of men and of women was precisely equal—1557 of each. The number of provisional certificates granted up to Oct. 1 was 1588. Nearly or quite every county in the state has already taken some part in the movement.

Consider, now, the certain and necessary effect of all this upon the hearts, minds and purposes of the teachers of the state. Into what a new world of thought and investigation has it introduced thousands of them. How it has broken up the incrustations of old habits of routine, and lifted many and many a teacher into a new atmosphere. How it has turned thousands of young eyes from the four walls of the school-room, with its monotonous accompaniments of slates and maps and printed books, out into the wider and brighter school-room of nature. What encouragement and hope have been inspired by the successful mastery of even the merest rudiments of sciences supposed to be only for the favored few. What a mental tonic have these efforts been to all who have engaged in them, imparting freshness and vigor to the intellectual powers, with increased ability and zest in every department of instruction. With what new feelings did these teachers look forward to the resumption of their labors, when they should essay, for the first time, to teach their pupils things not written in their books, the glorified alphabet of nature, God manifest in the birds and flowers.

It is the testimony of Mr. Harris, superintendent of the public schools of St. Louis, Mo., that the effect in a single year, of preparing and giving one exercise, of an hour, per week, in Natural Science, had been to increase the *general efficiency* and power of the teachers in that city, at least fifty per cent. This seems hardly credible, at first view, but it is the judgment of a wise and experienced educator, a close observer, and one not given to exaggeration. Nor is it so hard to believe, after all, when one looks more narrowly into the conditions of mental development, and the factors of intellectual activity. If the study of Natural Science, that is, of the works, phenomena and laws of the material world, is adapted to the human soul, in correlation with its powers and faculties, and of intrinsic, unwasting and ever-varied interest: and if original investigation, assiduous personal endeavor, and the pressure of a direct and certain personal responsibility—a responsibility that can neither be evaded, transferred nor postponed—if these are among the elements and conditions of intellectual zest and energy, how could the imposition of these new duties and methods fail to produce the most extraordinary effects.

Here is a teacher of fair endowments and abilities, who has long been accustomed to a formal school-room routine. So many words, lines or

pages of a text-book to be learned or committed by the pupils each day, on which about so many questions are to be asked by the teacher. Even the slight mental effort of framing the questions, is often obviated by the considerate kindness of the book-maker, who prepares and prints, at the bottom of the page or elsewhere, an exhaustive catechism on his own text. The books, it may be, have grown old and familiar; the teacher long ago learned all the questions and answers "by heart." There is now scarcely the slightest need of anything that deserves to be called mental effort on his part, or if any point of the stereotyped process is casually forgotten, a glance at the book is all that is required. This thing is repeated with each diurnal sun, and the monotonous weeks and months drag heavily on. The directors are satisfied, or seem to be; the community take little or no interest in the matter, and so the teacher drifts along, in a weary listless sort of way, his ambition steadily dying out, his energy diminishing, and all his intellectual powers growing dull and feeble from utter disuse. He finds that he *can* slip along in that way, and therefore he *does*. This is a sad portrait, but originals can be found, with unimportant modifications, in many and many an elementary or ungraded rural district school. Such schools are dead, or dying, and all can see what has killed or is killing them. No *necessity* to study, and work and strive, is laid upon the teacher; other incentives prove insufficient; the books and studies, few and meagre, have been measured and mastered, leaving no more inspiration, no remaining spur to healthful mental exertion, and collapse is the result.

Now let that teacher hear the voice of the State bidding him teach the elements of natural science; branches of which he knew not, it may be, even the names before; studies of illimitable range, of inherent attractions and self-renewing interest; subjects not to be cribbed and confined in text-books, nor measured and mastered by paragraphs and pages—let him be told, too, that every lesson must be carefully prepared and given *orally*; that to do this, he must go forth and collect his own specimens, and dig, and delve and quarry *for himself* in whatsoever mines of books or of nature the needful treasures of information can be procured; and that neglect or failure to teach those branches in that way, and to teach them thoroughly and well, would be treated with no more leniency than that extended to any other case of remissness in duty—and the statement of Mr. Harris will cease to seem incredible, or even extravagant. It is impossible to describe the mental transformation that would speedily take place in that teacher, and its pervasive influence upon all his other work in the school-room. Something akin to this is what this provision of the new law has already done, and is now doing, for thousands of teachers in the State.

## EFFECT UPON PUPILS.

Passing from the consideration of the influence of the new requirements upon teachers, to note their effect upon the pupils, it is obvious that the most of what has already been said is equally applicable to this branch of the subject. For if the maxim that "the teacher makes the school" be not absolutely true, it is more nearly so than most popular aphorisms. Nearly all the causes that have been mentioned as operating to depress and paralyze the energies and aspirations of teachers, are equally effective, in the same direction, upon scholars. If a narrow and ill-chosen course of common school studies has been steadily tending to enervate the intellect, repress the enthusiasm and dwarf the manhood of the one class, it has equally served to dampen the ardor and deaden the mental activity of the other. Like begets like, in the school-room as elsewhere. Dullness and apathy in the teacher are sure to generate the same in the pupils. Nor can the opposite qualities be successfully feigned if they do not really exist. There is a spontaneity, a natural glow and force about the actions and utterances of an instructor who is deeply interested in his work, and who finds that work both congenial and exciting, which children are swift to detect and feel, and which cannot be successfully assumed.

Children will be interested in these new studies at first, merely because they are new. They delight in change, variety, novelty. This is shown in their eagerness to advance from lesson to lesson and from book to book, and in a thousand other ways. But if this were all, it would be an insufficient reason for the introduction of the natural sciences, so far as the pupils are concerned. The novelty would be but temporary, and the clamor for change would soon become as great as before.

The introduction of these new studies into the common schools of the State, together with oral methods of instruction therein, will be of great and lasting benefit to the school-going population of the State, because those studies and methods are in harmony with the instincts and tastes of children, and with the observed facts and principles of their mental development and growth. In other words, because the studies themselves are of intrinsic and perennial interest to the youthful mind, and the proposed methods of pursuing them are in accordance with the laws of educational philosophy, and the teachings of experience.

In declaring that the elements of the natural sciences shall be taught in the public schools, the legislature has recognized, and, as I conceive, sought to utilize the fact that the *senses* are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of education, as being the royal avenues to the brain, by which the first treasures of knowledge are garnered up.

Children love nature with a spontaneous, enthusiastic love. Her pro-

tean forms, sweet inspirations and ever-unfolding beauties, are correlated to the cravings of their own souls. The young are in close sympathy with the outward, the material—the time for ratiocination has not yet come. These are the universal characteristics of healthy, well-endowed childhood; the fundamental truths and postulates in accordance with which the early training of children should be conducted. Instead of trying to make logicians of little children, which is impossible, we should seek to make accurate observers of them, which is quite possible, and the sure foundation of future advancement in knowledge. Instead of trying to force them to a knowledge of intellectual abstractions, through books and brain-work, we should first lead them forth into the magnificence and beauty of the material world, through the senses. Instead of offering them the dry formulas and abstract ideas of books and of men, we should first bid them open their eyes and ears and let the sweet wisdom of God flow in, through the omnipresent beauty of the grass-clad earth and glory-tinted skies, and the minstrelsy of twittering birds and purling waters. Instead of vainly trying to bend the child to an irrational theory of education, we should first simply follow the path indicated by the finger of God, in the unmistakable and irrepressible instincts and tendencies of the little ones whom He has made.

The methods of instruction pursued in our most successful elementary training schools, are grounded upon these principles. Their leading idea is, that the objects, facts and phenomena of the outer and material world are first to be dealt with, and that the formation of habits of close and accurate observation thereof, and discrimination therein, is the chief work of the elementary teacher. It seems to have been the object of our general assembly to bring the schools of the State into line with these approved principles. The knowledge acquired in this way is definite and positive, and it is a knowledge of things, and of their actual relations and uses, not of mere words about things. So great is the difference between passive reception, and active personal search and achievement. The process of analyzing, comparing, separating and uniting different things and parts of things, by means of rightly conducted object lessons—of noting each peculiarity of shape and contour; every mode of combination, adjustment and grouping; each variation of shade and tint in colors—continued from day to day, with constantly renewed materials and specimens, is to the discriminating faculties like whetstone to steel.

The value of such a habit of quick, sharp observation; the extent and certainty of its development by proper training in early youth; the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing, all through life, from its exercise, are among the forcible arguments in favor of the method of primary training which, it is hoped and believed, will be introduced into our schools in connection with the natural sciences.

But, says the objector : I cannot afford to allow my children to spend their time on such things ; the alphabet is the only object lesson that I believe in for children who are ignorant of it ; it will be time enough for the rudiments of science, when the rudiments of English are mastered. The reply is at hand. It is confidently affirmed that all the valuable and curious information, and all the more valuable training of the physical senses, acquired by the study of the natural sciences in the way proposed, would be clear gain. The letters of the alphabet, and all the rudiments of the old text-book course, would be mastered in less time, and with more ease and pleasure, in connection with the new studies and methods, than without them. The reason is obvious : The child's mind is relieved and refreshed by the interest and pleasure of learning about actual material things, which can be seen and handled, and he will return to his spelling book and reader with unwonted zest, and accomplish more in five minutes than he would have done in half an hour, without the pleasurable relaxation. Thus, while the eye and hand are trained to quickness and skill ; while the first principles of useful and beautiful sciences are being mastered ; while the mind is pleasantly excited and interested, instead of growing tired and weary, a new life is infused into every other lesson and exercise, and better results are secured in all school work.

To waste so much precious time in the mere effort to fix in the memory the names and shapes of the twenty-six letters of the alphabet, would be ludicrous, if it were not so sad. Not only one month, but several months are often devoted, almost exclusively, to the attainment of this object. And when at last the victory is achieved, how poor and barren it is. The child can point out and call the names of twenty-six crooked and, to him, unmeaning things—that is all. No mental power has been called into exercise ; no new faculty awakened ; no useful information communicated ; no pleasure has mingled in the task ; the mind has tended to deadness and stupefaction all the time, for lack of something appropriate on which to fasten and feed, and the poor child is disgusted with his book and tired of school. Let us thank the legislature for affording us a more excellent way.

The influence of these new studies upon pupils will be great, both directly and indirectly. They will bring into the school-room that variety, which, as has already been remarked, is so pleasing to youth, so in harmony with the ceaseless activity and vivacity of their natures. Not the least of the benefits of these studies, is the opportunity they afford of meeting and satisfying this inherent craving of the juvenile spirit, while at the same time choice treasures of knowledge are gathered up day by day. The liability to a settled monotonousness of teaching, is greatest in elementary schools, where the branches taught are necessarily few and simple, affording in themselves so little to excite the mind and sustain the interest of the teacher. I can appeal to the experience of such teachers, if constant watchfulness has not been necessary, on

their part, to keep from lapsing into a drowsy listlessness of manner, which would soon communicate itself to the pupils, and plunge the school into a state of torpor and lethargy. In view of these familiar facts and tendencies, the placing of these new and exhaustless resources in the hands of primary teachers cannot fail to be appreciated.

#### WIDER INFLUENCES.

If it has been shown that both teachers and pupils will be benefited by the introduction of these new studies, it follows that the public at large and the whole cause of popular education will also be benefited and strengthened thereby. In this view the action of the last legislature must be regarded as opportune. It is not to be denied that reactionary tendencies, more or less pronounced, have been observable, in various quarters, for some time past. And it is found, upon investigation, that the discontent is not so much with the principle of free schools supported by the State, nor with our system, as such, but rather with the alleged meagreness and poor quality of the work done, and results achieved. Remarks have been heard with increasing frequency of late, and from not a few steadfast friends of common schools, to the effect that the work done by teachers, in country districts particularly, was both very limited in extent and scanty in amount, and imperfectly and unsatisfactorily performed; and that the case seemed to be growing worse rather than better. If these allegations are well founded, are not the main causes to be found in what has already been said and suggested in the course of these comments, and will not the needed corrective be found, in good part at least, by the introduction of these new branches.

The questions: "what are the actual net results?" "does it pay?"—confront us on every hand. Such inquiries are legitimate—they *will* be made by an intelligent and practical people, and they *ought* to be made. There is no escape, in the long run, from the supreme test involved in those interrogatories; to it, sooner or later, every State enterprise, every system of measures, must and will be brought. The stockholders in a business corporation may wait long and patiently for their dividends, but the time will nevertheless come when a scrutiny into the management will be demanded, and such new measures adopted as will secure reasonable returns to the investors. The State of Illinois, eighteen years ago, as trustee for the whole people, embarked in a gigantic enterprise, no less than the elementary education of all the youth within its borders. Under its authority, as the supreme head of the corporation, the cities, towns and school districts, in furtherance of the grand design, have purchased lands, and built and equipped school houses, to the aggregate value of twenty millions of dollars. On the pay-rolls of these cities, towns and districts there are now, including teachers, school

officers and other employees, about twenty-four thousand names, to whom there is paid, annually, over four millions of dollars. The other necessary incidental and current expenses, required to maintain and keep in operation all the parts of the vast enterprise, amount to over three millions per annum more. To meet this annual outlay, of more than seven millions of dollars, the State itself, as such, contributes one million of dollars annually, and the several cities, towns and districts, the remaining six and more millions. All of this money, or very nearly all, is raised by a direct *ad valorem* tax upon the property and possessions of the people—one-seventh by the State itself, in its sovereign capacity; and the other six-sevenths by the local civil corporations, in virtue of powers conferred by the State.

Hence, every school-tax payer in the State is a stockholder, in a financial sense, in that immense enterprise known as the free school system, and has a right, as such, to look for reasonable returns on his investment, and, in default, to institute such inquiries, and endeavor to effect such changes and to apply such remedies as may seem expedient and necessary. And when it is considered that the dividends in this case are payable not in dollars and cents, but in what is of infinitely more value, in the mental and moral improvement of the children of the taxpayer and stockholder, and in the general improvement and elevation of society, the right and duty of seeking to discover and remove any causes of failure, or of partial failure, becomes still more apparent.

I am not, I think, wholly estray in the opinion that some such broad purpose as this had much to do in determining the legislature to engraft the elements of natural science upon the existing common school course. It was felt that the district schools were not fully meeting the just expectations of the public, and that something must be done to improve them. It was seen that under the existing order of things it would be long before the torpid host of seven-branch schoolmasters could be replaced by wide-awake and intelligent instructors and teachers, and that it would be well to throw up barriers over which the utterly stupid and incompetent could not pass, and to impose duties upon the successful that would insure their most wakeful attention and vigorous efforts, and thus steal a march upon the slow progress of events. It was believed, too, that the course of rudimentary studies prescribed by law was injuriously circumscribed, and not the most wisely chosen, if indeed it was not, in the first instance, adopted at hazard, without any intelligent premeditation or reason. It was also thought that these new branches would affect the schools favorably, both directly and reflexively; supplementing their arbitrary and poverty-stricken curriculum by other studies, fresh, attractive and appropriate, and through them conveying new energy and power to the treatment and teaching of all the rest. And thus, the causes being removed, it was hoped and believed that any ret-

rograde tendencies in respect to the system of popular education and free schools would be arrested, and a new and unwonted interest therein would be created. The realization of this expectation seems now most encouragingly probable.

But I have intimated that this enlargement of the area of common school instruction has a broader significance. The commonwealth itself, with all its interests and industries, is deeply concerned in whatsoever tends to increase the efficiency and power of the public schools. Not to speak now of the higher relations of popular education to the State—of its bearing upon the moral, social and civil interests of the community—its enormous influence as a factor in political economy, as an element in the problem of labor and capital, that paramount secular problem of the century, lifts it at once into the plane of great living questions.

For several years past, information and statistics have been carefully gathered by intelligent and competent publicists in Europe and America, going to show the effect of education upon the question of wages, or, what is tantamount thereto, its effect upon the amount and quality of work performed by the artisan and laborer. These investigations have been pursued in the interest of social science and of humanity, and not of any class, trade or profession, and have taken the widest range, inviting and receiving reports and statements from persons engaged in all the productive arts and industries of civilized life. The result, in both continents alike, is an extraordinary and overwhelming demonstration of the superior value of educated, or skilled labor. It has been proved that in this country the educated laborer is worth one-fourth more than the uneducated laborer, and that in most of the States this increase amounts to many times the entire cost of the support of the public schools.

This is a fact of profound significance, and comes directly into the present line of remark ; for the measure of education that has produced these reported results, is even less in amount and extent than that afforded by the ordinary common schools of this country. The bare ability to read and write, is shown to be, in many branches of industry, a well-defined line of separation between the rates of wages paid to the two classes of operatives. Nor is this so strange as might at first appear, when we consider the essential regency of

#### MIND, IN THE ARTS AND INDUSTRIES.

There is no such thing as purely automatic or mechanical labor. Mind, thought, enters more or less into every act performed by the laborer and artisan, even the commonest and simplest, and affects, more or less, the results produced. Thought, as well as muscle, is a factor, and a very important one, too, in all the steps and processes of all the arts and industries, from felling a tree or plowing a furrow, to the construction of a locomotive or a suspension bridge. The two, brain and



muscle, intelligence and dexterity, are indissolubly connected, supplementing, co-operating with and re-inforcing each other. Indeed, productive labor, effective exertion, of any kind whatsoever, without the aid of an animating and guiding intelligence, however crude and dwarfed and feeble that intelligence may be, is an impossibility, as already observed. The brain is partner in all that is done by the hand or foot, in every achievement of the eye, the ear and the voice. It is co-worker and joint factor in all the splendid procession of human forces, enterprises and industries. Without it, no woodman swings his axe, no smithy smites his anvil, no carpenter drives a nail, no engineer presses a lever or turns a spigot—without it, the walls of every New Chicago would cease to rise; the disciplined hosts of labor would be broken and scattered; tools and implements would be useless; stricken with blindness, the Samsons and Titans of commerce, manufactures and art would grope, and reel and stagger and fall—for the world would be left to idiots and madmen. All this is self-evident. The element of reason is inseparable from the very conception of human labor, even in its crudest forms; and that element becomes more and more conspicuous and essential, as we advance from the lowest towards the highest forms of human art and skill.

This relation of brain to brawn, of learning to labor, of culture to the arts, seems to gain but a slow and reluctant recognition in the public mind, and hence the half-hearted and grudging support accorded to measures of a purely educational character. The minds of men are captivated by the palpable, the concrete, the noisy, the material; while the silent, unseen, but potential and regnant forces which precede, fashion and make possible those things that are seen, are but little considered. Imposing physical forms, visible and tangible actualities, have swift recognition and appreciation; while the antecedent conceptions, the viewless and subtle ideas which gave birth to those material shapes and forms, which archetyped them, as cause pioneers effect, are scarcely thought of at all, or hold but a vague and mythical place in the common apprehension. And so the glory that belongs so much to the invisible realms of thought, is given to the objective realities of matter, which are but the children of thought—the outward signs and interpreters of the creative faculties. The thing begotten, boasts itself against the inspiration that begot it—the concrete exalts itself above the abstract, saying, “is not this great Babylon which *I* have built?”

Are not the ordinary tools and implements of our arts and industries used daily by millions who acknowledge no indebtedness to the minds that conceived of and originated them—who never think of the intelligence without which they had never been? And yet they were all evolved from the subtle chemistry of the brain, stimulated by the needs

and utilities of life. The axe, hammer and saw ; the knife, fork and spoon ; the spade, plow and scythe, with their countless associates in the kitchen and workshop, in field and forest—there was a time when none of them existed. Nor came they forth, self-created, from earth, air, fire or water. They were all the off-spring of the human brain—cast in the laboratory of thought, before they were shaped by forge and furnace and given into the hands of men. And now, as we use these tools and implements, so familiar have they become that we think not of the lonely vigils of the patient inventor ; of his long-continued attempts to grapple the abstruse elements of his problem ; of his disappointments and losses, of the repeated errors and corrections before the final result was obtained.

We see the railway train made to fly like the tempest across the land, by gently pressing an iron rod, or turning a faucet, but think not of the genius of the engine and boiler—of the intellect and research of Watt, Arkwright and Fulton. We see the steamship speeding right on from her slip in New York to her dock in Liverpool, recovering from every deflection of ocean-current or storm, with the precision of the ferry-boat whose pilot can *sight* his landing-place across the narrow river ; but consider not the genius and study requisite to map the ocean, devise the perfect mechanism of the vessel, and master the intricate astronomical problems upon which the safety of the ship depends. We gaze upon the domes and towers of cathedrals and castles, and are awed by the beauty and majesty of architecture, but do we reflect that all these grand structures, with their grace and beauty and glory, were reared in the mind before they were laid in marble and granite and iron—that they entranced the soul of the architect, and stood perfect in his ideal vision, long before one real stone was laid upon another—that each line and angle and curve was to him a separate study, and the magnificent whole elaborated and symmetrized in conformity with the severest laws of science and the highest rules of art, while as yet the stupendous pile was but a “castle in the air?” Mind rules this world of ours, and will to the end of time. Thought is master ; the muscles, whether of flesh or iron, are servants, and all inert matter is but the material upon which they operate. And hence, the better the master and the more perfect the servants, the more and better will be the products of their united action and labor. Every wise measure of education, every incentive to mental activity is therefore a direct contribution to the productive resources, and so to the wealth, property and aggrandizement of mankind.

#### READING, AS A LIFE-FORCE.

Consider what the mere ability *to read*, is to a man ; what it does for him ; what it adds to his life ; how it breaks down circumscribing walls, lets in the light, widens the mental vision, and reduplicates the incen-

tives to manly exertion. Reflect what life must be without such ability—imagine, if you can, that your power to read were suddenly lost. For years, the printed page has been to you an unfailing refuge, an exhaustless fountain of knowledge, a perpetual mental tonic, linking you in intelligent fellowship with all mankind and with the busy life of the world. By it you have kept abreast of the progress of leading events in both hemispheres, and through it you have beheld the silent procession of men and of nations across the stage whereon are played the great dramas of life and of history. Unconsciously, through books and papers, you have gathered up the threads thus daily spun by the fingers of time, and they have become intertwined with your own daily life and thought, till your own individuality is in a measure merged in and identified with that of your day and times. Looking upon the ever-changing pictures of men and affairs as photographed by the press, you have come to watch and follow the fortunes of this or that man or party, of this or that measure or policy, of this or that doctrine or theory, of this or that enterprise or scheme, of this or that struggle or controversy, of this or that community, town, city, state or nation, with an interest almost personal—almost equal to that inspired by your own private affairs. And all this time your own horizon of thought has been prodigiously extended, your notions of men and things have been corrected and matured, your plane of life has been uplifted and broadened, your stock of information has been immeasurably enhanced, and your whole manhood has been inspired and vitalized through and through, again and again. You are wiser and stronger and better, fitter for citizenship, braver for conflicts, readier in sympathy, keener in insight, truer in judgment, richer in mind, broader in soul, more fertile in resources, and incomparably better prepared for the labors, emergencies and duties of life.

Suppose, now, that you should awake some morning to find yourself deprived of the power through which all this knowledge and enjoyment has come to you. The past is secure, there is no forgetfulness of former experiences, no loss of the stores already gathered, but all ability to gather more through the same medium is quite gone. You are hungry as ever for news, but the morning paper no longer satisfies the craving, though it lies before you, fresh and inviting as of old; your love of books is undiminished, but their treasures are beyond your grasp; you miss the accustomed stimulus of the sparkling paragraph, the witty conceit, the shrewd aphorism, the incisive logic, the grave dissertation, the sharp criticism, but they are all beyond your reach; you are in sore need of information about the prices current and the state of the markets, by which to regulate your business for the day, but it is not to be had, though files of the latest commercial journals lie on your office table; you desire to know the outcome of a score of matters in church and state,

business and politics, social and public life, at home and abroad, whose development you have long watched in the newspapers with so keen an interest, but your curiosity cannot be gratified—you cannot read. Who shall depict the consequences? How the light and zest of life go out, and darkness closes in around you. It is almost as if you were driven from the sunlight and freedom of the outer world into a dungeon. The spring and grasp and power of the mind would inevitably become enfeebled by the loss of its customary sources of renewal and fertilization, and this would soon begin to tell upon your health, spirits and business. In spite of all your efforts to resist and antagonize them, the depressing and dwarfing tendencies would go on till you would cease to be the man you were, whether as a thinker or worker, in business or in society. So potentially vivifying, uplifting and energizing to life and character, is the simple ability to read.

And if this would be the effect of the loss of such ability after it had long been possessed and exercised, what shall be said of the man who never possessed it? who has been all his life shut up to the resources of his own faculties of observation and reflection, aided only by oral communication with others? What marvel that minds even the most gifted by nature, should become dull and torpid when cut off from the stirring and regenerating influences of books and newspapers—deprived of sharpening contact with the world of letters and of thought—unconscious, almost, of the rushing streams and seething torrents of the world's enterprises and activities? And when the law of the inter-dependence of soul and body is considered—the power of the will over the material organs, and the effect upon the will of whatsoever quickens and stimulates the mental faculties, or any of them—how obvious the effect even of inability to read upon the amount and quality of a man's labor, and so upon his wages. All history is in evidence on this point, showing that, other things being equal, superiority and victory are on the side of the greater intelligence every time. The wars and battlefields of the world demonstrated it, from the days of Thermopylae to those of Look-Out Mountain and Richmond, of Custoza, Sadowa and Sedan. The universal expositions of the industries and arts of nations demonstrate it, as witness the awards of the juries of Paris, in 1867. It is demonstrated by the course of civilization and the rise and progress of nationalities, whereof this republic, not yet a hundred years old, is a conspicuous example. It is attested by the officers of corporations, of every description, having in their employ large numbers of operatives. It is declared to hold good among the thousands of clerks in the departments at Washington, and in the great mercantile houses and manufacturing establishments of the country. Its truth may be noted any day and anywhere and in any form of labor, where intelligence and stupidity work side by side. The awakened powers and quickened intellect of the one, not only bear him

company as he works, making the hours seem shorter, but are ever suggesting new and better methods of delivering his blows, of economizing his strength, directing his efforts, and compassing his plans; the other, with stolid endurance, plods on in the one beaten track, waiting for the clock to strike the hour of rest.

This thought has been pursued thus fully, because it is fit that attention should be called to the little-thought-of, but incomputable value of the mere art of reading. It is the golden key to the doors of knowledge; it is the first essential step in the road to learning; it is the bell that rings up the curtain, and reveals the actors on the stage of life; it is the separating line between the attainable and the unattainable, for to him who is armed with this instrument, nearly all things are possible in the acquisition of knowledge—against him who is not, nearly every door is shut. If the public schools did no more than to put every child in possession of this royal gift, it would be no ordinary service. It also seemed appropriate to refer, in the strong terms that have been employed, to the great truth, so apt to be overlooked or denied in the noisy whirl of this intensely material age, that mind is king in human affairs, from the least to the greatest; that intellect is regent of matter, and that muscle without brains is but a watch without a mainspring, a body without a soul; and hence that whatever promotes the efficiency of the common schools, contributes directly to the wealth-producing resources of the state, yielding manifold its cost in the form of material prosperity alone, not to speak of the higher interests of the community and of the individual citizen, which are thereby still more conspicuously subverted.

If therefore the introduction of the natural sciences into the public schools shall not only supplement their too-scanty course of study, but also infuse into them a pervasive element of vigor, a new and powerful incentive to personal effort—which cannot be doubted—the wider outlook of the subject that has been taken, is abundantly justified. However small and humble the beginnings, the influence of this new departure in elementary education, if suitably encouraged and wisely conducted, will in due time reach and penetrate every school district in the State. The results may not be seen to-day, nor yet to-morrow, but the seed is good, the soil is ready to receive it, and the harvest will be abundant and sure.

#### LATENT FORCES.

As in the material world the vast resources of the soil await but the labor and skill of the agriculturist; so in the intellectual, the forces and possibilities inherent in the mind of the race are latent or dormant, awaiting but the summons of the moral husbandman, the sunshine of opportunity, ready to respond to the touch of the true educator. Harvests of ideas will not spring from the brain without culture, any more

than wheat from the desert or the swamp. Cereals enough could be grown in Illinois, under a perfect culture of all her lands, to supply half the continent with bread; and were all the arable lands in the United States devoted to cereals, and subjected to the best processes of modern husbandry, there would be food enough for the thousand millions of our earth, and a surplus sufficient, (if there were means of transportation), to export an equal amount, annually, to every planet of the solar system. In not one acre of a thousand are the possibilities of the soil exhausted. The loss in dollars and cents, every year, from imperfect cultivation, and no cultivation at all, is utterly incomputable.

And who shall estimate the loss sustained by neglecting to educate the people, or by ill-contrived and abortive schemes of education. If the tillage of the ground is defective, what shall be said of that of the schools; if but one acre in a thousand is brought up to its highest productive capacity, who shall fix the ratio of the truly educated, to the aggregate population? Who of us does not know that he might have been, and ought to have been, more of a man than he is—who does not feel that there are powers and possibilities within him that have not been reached, and that an earlier, wiser and better culture could have made him a stronger, nobler and better man? Does not this inquiry suggest, most impressively, the illimitable range and grand possibilities of education for the race? There can be no second step without the first, and the common schools enable all who will to take that first step. Tens of thousands are by them taught to read and write, to whom books and manuscripts would else have been unmeaning things. By them, hundreds of the sons and daughters of the obscure and the lowly, are found to possess talents worthy to adorn and bless the State; while here and there, from many a humble district school-house, flames out the light of genius, and prophecy writes another name that will not die.

Nature is cosmopolitan. Regal gifts of intellect belong not alone to the children of opulence and station. Beneath the coarse homespun of the brave backwoodsman's boy, a heart may beat responsive to the loftiest inspirations of heroic manhood. Tattered straw, or the undressed skin of fox or rabbit, is found, not seldom, to cover a head whose massive brain shall bow not, in the conflicts of life, to the lordliest intellects that have challenged the homage of mankind. Not alone from the halls of universities have come those whose names are household words in science, art and letters, and whose lives are noblest history. Not from Oxford or Cambridge, went forth Ferguson, to astonish the scholars of England in the realms of physics and mechanical philosophy; nor Miller, to build for himself a monument as a student in geology, that will endure till the "Old Red Sandstone" itself shall have passed away. Neither Harvard nor Yale, rich as are their records in the names of those who have helped to make their country illustrious, can

claim as its foster-child the son of the Boston tallow-chandler, whose wonderful wisdom, unstudied frankness and encyclopedian knowledge of his country, overmatched the subtlest diplomacy of Europe—nor the great commoner of Kentucky, whose dust reposes beneath the shades of Ashland. And do not two other names, from Illinois, press upon the field of vision, to strengthen the argument and glorify the theme? the patriot heart of one ceased to throb, just as the flames of war blazed out over the land he loved so well, and the murmur of cold Michigan's restless waters will be his eternal requiem; the other lived to launch the hosts of the Union against the mad legions of rebellion till they were utterly destroyed, and to lift to manhood a whole race of men. When the Great Republic shall have passed away, will not the Muse of history linger long and lovingly upon the epoch made illustrious by the names of Lincoln and Douglas? The district school was their only college. So it has been in the past, and so, and more abundantly, will it be in the future, if we take care of the common schools. Year after year, and age after age, from the countless throngs gathered into the public schools of the country, there will go forth those destined to become inventors, discoverers, machinists, manufacturers, engineers, agriculturists, chemists, botanists, geologists, ministers, jurists, commanders and statesmen, to develop the resources, add to the wealth, stimulate the enterprise, lead the armies, adorn the history and add fresh lustre to the glory of the nation—of whom it may be said that, but for the district schools, their latent energies and capacities might never have been aroused and their useful lives given to their country. To help on these vast interests, by making the public schools better—better in what they teach and in what they inspire, better in their methods and processes, the elements of the natural sciences have been added to their courses of study.

#### STRICTURES AND CRITICISMS.

It has been more than intimated, in the course of these remarks, that there is *need* of doing something to improve and vitalize the methods, and to increase the practical efficiency of the public schools—especially the ungraded schools of the rural districts, which constitute a large majority of the whole number. It is now proposed to inquire a little more particularly into the nature and extent of this need, and endeavor to find what it teaches and what it suggests. Investigation is both the instrument and the condition of improvement; what is sound and good will bear the light, and what is not, should be revealed by the light. Our people are not afraid of the truth, nor slow to find remedies for evils that are seen to exist.

It is not to be denied, then, that the confidence of the people in that great American institution, The Public School, is in some danger of being disturbed. A feeling of doubt and uneasiness is abroad, and each

year finds a certain undercurrent of questioning unrest enhanced, rather than diminished. It is for the most part rather vague and uncentred, as yet, taking on no very definite forms of action or purpose, or even of opinion, but constantly coming to the surface in the daily life and intercourse of the people, and finding expression now and then in the strictures of the press, in unfriendly legislation it may be, in the retrogressive measures of particular school communities, and in various other ways.

This state of things is not peculiar to Illinois, or to any other individual State, nor yet to the West, or any particular group of States or region of country, but is substantially common to all the States and to the whole country. Doubts, questionings, murmurs of discontent, mingled with voices of direct opposition or appeals for reconstruction and improvement, are coming up from every quarter of the Union—from the old States as well as from the new. This statement is not to be understood as affirming or implying that the public opinion of any State having a well established system of common schools has become hostile to such system, as such, or to the policy of free schools supported and controlled by the State. It is believed that no instance of that kind has occurred, or is likely to occur, but, contrariwise, that on the main question the sentiment of the States, and of the nation as the aggregate of States, is as sound and as firm as ever. Indeed, the number of those who are known to be openly dissatisfied with the present order of things in public education, is still quite small, comparatively, while nearly all even of these, earnestly disclaim any unfriendliness of motive or of disposition, as respects the fundamental principles involved. They declare, with almost one voice, that what they seek is not the overthrow of common schools, but their improvement and greater efficiency. It is only when these scattered notes of dissent are gathered into one, and considered as a whole, that their volume and import become serious.

#### THE COMPLAINANTS.

It is worth while to examine these objections, honestly and thoroughly. If they, or any of them, are founded in reason and truth, and supported by facts, it is of vast moment that immediate recognition be given them, and that the proper correctives be applied. If there is no substantial ground for the strictures in question—if the public schools are as good and efficient as the best present intelligence and experience can make them—it is of hardly less moment that this fact should also be clearly shown. Complaints and criticisms will not cease; it is not to be expected, hardly to be desired; they are, to a certain extent, healthful tokens of popular interest and watchfulness. Many of these are, indeed, frivolous and puerile, prompted by ignorance, temporary irritation or



local ill will. But such mere captiousness is without significance, and does little harm. Then there are the chronic grumblers and fault-finders, who are never so happy as when they are miserable; who weep and lament on general principles, and who would continue to do so, all the same, were all their objections answered and all their recommendations adopted. There is also a class of theorists and abstractionists, who are never worried by facts or perturbed by concrete difficulties, but persist, with sublime and beautiful tranquillity, in forcing all schemes of education into alignment with their ideal standards, regardless of obstacles however stupendous or invincible. These are they who smile in pity at the notion that a system of instruction which is good anywhere, is not equally good everywhere—that what works well in Prussia and Switzerland, may not be just the thing for the States of North America. What! say they, are principles, and the methods founded thereon, affected by degrees of latitude and longitude!

#### THE MOUNTED SQUADRON.

Another distinct body is to be seen in the ranks of the attacking forces. These are *mounted* men, all of them. The animals which they bestride differ greatly in size, color, equipments and speed—a very picturesque and motley squadron—but certain striking characteristics betray the common origin of all. They are but different species of the same genus—the genus *Hobby*. The appearance of these mounted cohorts when deployed in line of battle, in front of the serried hosts of the common school army, is striking. Each trooper flies a pennon of different shape and color, and inscribed with a different legend. It is difficult to decipher them, amid the plunging and cavorting of the rampant steeds, goaded by the savage roweling of the impetuous riders. But here and there, as the banners stream out in the upper air and flash in the sunlight, the following slogans, among others, become legible: “Moral suasion only”—“Spare the rod, and spoil the child”—“Object lessons”—“No new-fangled notions”—“Grammar is the principal thing”—“Reading, writing and arithmetic, the true common school trinity”—“Out with geography, in with history”—“The word-method forever”—“The good old ways”—“Pestolozzi is King”—“Teach without textbooks”—“Oral teaching is a humbug”—“Kindergartens, and then the millennium”—“Music and drawing at all hazards”—“The common English branches are enough”—“Out with the bible; no priestcraft”—“Moral instruction, or abolish the system”—“The practical only”—“Mental discipline”—“No high schools”—“Public high schools, the people’s colleges”—“An American education for Americans”—“German and French, by all means”—“The synthetic method”—“The analytic method”—“The inductive method”—“Analysis, synthesis and induction, now and forever, one and inseparable”—*Etc., etc.*

It will be seen that these assaulting parties are as hostile to each other as to the schools and school systems themselves, the only bond of union consisting in the fact that each trooper levels his lance against some one point of the common school line, while no two of them agree in assailing precisely the same point. They are all specialists and hobbyists, and hence their strictures are without much force or significance in the estimation of persons of thoughtful and well-balanced minds.

#### OTHER ALLIES.

The elements of opposition coalesce in divers other forms, under the power of various affinities, motives and purposes, prominent among which are those of an illiberal, unintelligent and selfish character. Thus, the hard and miserly join hands to break down a system which extorts taxes from their broad acres and hoarded wealth; the childless unite in objecting to assist in educating the children of others; those who schooled their children under the old regime, would like to know why their present neighbors should not also pay their own tuition bills; those who have grown rich and great without any education to speak of, do not see why their children and their neighbors' children should not be left to do the same; some are not able to reconcile the doctrine of free schools by State law, with their notions of personal liberty, free government and the declaration of independence; others, of aristocratic pretensions, affect to question the wisdom and to deny the obligation of educating the masses, alleging that even if labor and learning are not incompatible, ignorance is at least the normal and happier condition of the laboring classes; nor are there wanting those who flatly deny that intelligence promotes virtue and thrift, and lessens profligacy and crime, and who therefore denounce public schools in the name of religion and political economy. These, and many other classes and affiliations of persons, added to a species of moral wasps to be found in the social atmosphere of nearly every community, whose nature it seems to be to buzz and sting, keep up a very lively skirmishing along the outposts of the common school army, never permitting the sentinels to sleep at their posts. And it is well.

#### A VERY DIFFERENT MATTER.

But the public schools are arraigned by men who belong to none of these classes of theorists, abstractionists, misers, aristocrats and chronic fault-finders; by men who are actuated by none but the worthiest motives, and who have no personal or selfish ends to subserve. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the school system. An army may be in-

different to the driving in of its distant outposts, but an assault in force upon its intrenched camp, is another matter. A tree may be marred by too free or careless a lopping off of its outer branches, but when the axe is laid at the root, its life is imperilled. I have been at considerable pains to gather up what is alleged about the schools, and the result has suggested the foregoing illustrations—they are not inappropriate. The public schools do stand arraigned at the bar of public opinion, upon charges of a very serious nature, preferred by persons whose opinions and statements are entitled to thoughtful consideration. It is therefore proposed, in the interest of free schools, upon whose character so much depends, and in the spirit of candor and truth, to examine some of these witnesses, to note the nature and essence of their testimony, and consider the indictment founded thereon. I give the substance, not always the language, of the numerous communications received. Even where the language is re-cast, the exact meaning of the writers is carefully preserved.

#### SOME TESTIMONY.

*From a Farmer.*—"I am a farmer. My son is now eighteen years of age. He began to attend the district school at the age of six, and has attended two terms, or six months, in each year, from that time until now. He is a boy of good health and of at least average mental abilities, and has never been considered less studious than his school-fellows and classmates. His teachers have been as competent as the average of those employed in country districts. His time in school has been spent, exclusively, upon the seven rudimentary branches taught in the common district schools, spelling, reading, writing, arithmetic, geography, grammar and the history of the United States. He is nevertheless a poor speller, reader and writer; knows little of arithmetic or grammar, except the rules, and has only a smattering of geography and history. I found out these things by asking him questions, and setting him to do things for me. I take an agricultural paper, and one evening I asked John, (my son's name,) to take pen and paper and write for me a short article for the newspaper, on the *Culture of Corn*, about which I thought I had some ideas worth communicating. I sat in my easy chair and dictated what I had to say, and John wrote it down. When the article was finished, I told John to put my initials to it, and send it to the office of the paper. Two weeks afterward, when the paper came, I looked for my article, but found instead, the following editorial note:

"If our correspondent 'B. J. T.' knew one-tenth part as much about *orthography, punctuation, paragraphing* and the use of *capital letters*, as he does about '*corn culture*,' his article would have been gladly inserted. His ignorance of those matters, so important to editors and printers, seems as remarkable as his knowledge of the subject treated of. We

advise him to write again, and get some intelligent school-boy to copy his article for him, before sending it to us!"

My reflections on reading this gentle hint, must be left to the imagination. Was not my John an "intelligent school-boy?" I would look further into the matter. I asked him to point out Salt Lake City on the map. He did so. By what name are the inhabitants of that city known? He could not tell. Is there anything peculiar in their religious notions and social customs? Not that he knew of. How much sooner does the sun rise in Boston than in San Francisco? He did not know. Why should it rise *any* sooner? He could not say. Though only a farmer, I am fond of Shakspeare, and asked John to read me a scene from King Lear. It could not be called reading, and, in much pain, I soon desired him to stop. How many different sounds are there in the word *eight*? *Five*, of course. Did the colonies, prior to the Revolution, all have the same form of government? Yes. What was it called? Colonial government. How many different kinds of national government have we had since the Revolution? Two, democratic and republican. John, said I, to-day I sold a load of hay, weighing 1750 lbs. and received pay for it, at the rate of \$16 50 per ton; how much money did I get? He took his slate and went to work, while I read a fresh copy of the *Times*. In an hour I had finished the paper, but John had not finished his sum. He said there were so many fractions in it, and he couldn't find a rule that would fit exactly. The next evening I told John that I had a little sum in practical farming for him to do: I rented forty acres of land to Mr. Jones, he to put it in corn and allow me one-third of the crop for the use of the land. Jones raised 2400 bushels, the total cost of which, when cribbed, was \$355. What did Jones' corn cost him per bushel in the crib; what was the cost of the whole crop per acre, and per bushel, and if I sell my share at fifty cents per bushel, how much shall I get per acre as rent? John labored on it most of the evening, but did not get correct answers to all of the questions. I then gave him all of the items of cost and profit, and desired him to open an account with that 40 acre lot, in due form, and prepare a correct balance-sheet of the same. He did not know what I meant.

Finding that my poor boy had very little to show for his twelve years of delving in the seven elementary common school branches; that he was a poor reader and a worse writer and speller; that he knew nothing of punctuation, and could not, with the matter furnished him, prepare a few pages of manuscript well enough to save them from the editorial wastebasket; that his stock of history and geography was meagre in the extreme, while his knowledge of arithmetic, beyond the verbiage of the text-book, was unequal to simple ordinary business transactions connected with his father's farm—I thought that perhaps he had made up in general knowledge what he lacked in these respects, and continued my inquiries accordingly.

His reading books contained pieces from eminent orators, statesmen and patriots; had his teachers told him anything of their biography, characters and services—of the occasions and circumstances under which their speeches and addresses were delivered? He said they had not. He had read descriptions of many lands and scenes, curious stories of beasts and birds, of insects and fishes; every day, all these years, he had walked over the earth with its many kinds and qualities of soils, its wintry wonders of frost and ice, its vernal freshness and beauty, the summer splendors of its trees and flowers, and the autumnal glories of its pictured woods and ripened fruits; he had heard the wild scream of the tempest, the *Æolian* murmurs of the zephyr, the deep bass of the thunder—had watched the sheen and sparkle of the stars of night, the brightening flash of coming day, and the gorgeous skies of sunset—he had lived and moved and had his being amid these omnipresent wonders of the material world; had his teachers sought to interpret them to him, to awaken his interest in them and to bring him into loving relations with nature, with the objective, the visible and tangible—had they in any way sought to redeem the dryness and littleness of words and books by showing their relations to the freshness and greatness of ideas and things—had they bidden him watch the curious growths and processes going on about him all the time, the perpetual marvels of plant-life and of animated beings, and to move about with every sense awake and alert, eager to note the lessons and revelations coming up from every creature and thing that God has made? “Why, no,” said he; “they heard me recite what was in the books.” Of course, I pursued, but did they not do more than that; did they not supplement, and enrich the daily lessons of the books by information, facts and illustrations drawn from their own reading, observation and experience, so as to whet your appetite for general knowledge; did they not tell you again and again that the few studies of the district school were chiefly valuable as necessary instruments for future acquisitions, that you might through them become intelligent, well-informed, useful and happy? They had not done any of these things, John said,

A day or two after this conversation, I took a walk with my son, through the gardens, stock-yards, fields and woods, resolved to bring this painful inquiry to a conclusion, and bitterly reproaching myself for having so long taken it for granted that all was well. Of the ground beneath our feet, he only knew that it was a portion of the earth's surface; of the gardens, he knew that vegetables grew in one, and flowers in the other; he knew the names of the various domestic animals, but he did not know which of a cow's jaws was destitute of front teeth, nor, when she rose from the ground, which end of her got up first; the grain in two adjoining fields was six inches high, one wheat, the other oats—he could not distinguish them; all he could say of the meadows

was, that they contained grass; of forest trees, he could tell the names of but few, while of their respective characteristics and values, for fuel, lumber, etc., he was ignorant. But the worst of it all was that the boy's senses seemed inactive, his perceptions blunted and his mind stupified, by the habit, all these years, of studying mere words instead of things also, and of regarding school-work as something separate and apart from the out-door world, having but a vague and unimportant relation to everyday life. Thenceforward I tried to arouse the child's dormant senses and faculties, and to show him what great things *God* had done for his education; to give him a fresh baptism into the spirit of Nature and the world of realities, from which, alas ! his schooling had seemed to separate him."

*From a Laborer.*—"I am a laborer. My daughter is fifteen years of age. She has attended the district school since her sixth year. I have waited for the time when she could read the paper to me when I returned home from my labor in the evening, and when she could keep my little accounts and write an occasional letter, and assist her mother in the care and instruction of the younger children, and contribute generally to the attractiveness and decorum of my humble home. In this hope we have contrived to get along without her services in the household, for more than half the time for nine years. But the close of each successive school year has found her about where she was at its commencement—no perceptible advance, no marked improvement in spelling, reading or writing. She has gone over the same ground so often that she now seems to put forth no mental effort at all, her mind seems to be losing all grasp and power, and she moves along in a listless mechanical way, in the same old ruts, with no seeming power or even inclination to get out of them. Her school books lost all their freshness and interest years ago, since which time she has really made no progress in learning that I can see; we cannot see that she knows more than she did three or four years ago. Her teachers seem to have no power to re-awaken her interest in her old books, or to devise any new methods of enlisting her attention.

Before she started to school, she was a bright eager child, watching and questioning me about many things, while at my work; full of wonderment and intelligent curiosity to learn the names and uses of what she saw, and adding daily to her little stores of knowledge. In this respect she does not seem like the same child now. Her eagerness to learn about flowers and plants, about trees and animals, and the many other things of out-door life which once had such a charm for her, is gone. She seems to think that there is no teacher but the schoolmaster, no place to study in but the school-house, and nothing to be learned but what is in books. Even of her text-books, she knows little save their words; it is surprising what few *ideas* she gains from them. She seems

scarcely to apprehend the use of words, regarding them as of use in themselves, rather than as the means of thought and knowledge.

Thus, she gave correctly the book definitions of latitude and longitude, but had no proper notion of the things defined; she had at her tongue's end the elementary rules of syntax, but habitually violated them in conversation, saying, "my hands is cold," "her and me are going," etc., in the next breath after faultlessly repeating the violated rules; she could recite, verbatim, all the rules for calculating interest, and had performed, she said, all the examples in the book, but returned to me, unsolved, a little six per cent. note that I held against a neighbor, being unable to find the true amount due thereon; her reading is monotonous and mechanical, without spirit or expression, even in her school readers, while newspapers and magazines are almost an unknown language to her—she really can't *read* them at all.

Nor is this all. She has not improved in morals, and has actually deteriorated in manners. She is less conscientious and truthful than she used to be, has not so nice a sense of right and wrong, and is less shocked by acts and words of deception and prevarication. Her ideas of reverence and obedience have not been strengthened at school, but contrariwise. I cannot learn that her teachers are accustomed to inculcate the moral virtues, or to hold up the divine law as the ground of moral obligation and the criterion of right and wrong in human conduct. Hence, the fear of detection and exposure, or some other equally inferior motive, seems to have more weight in deterring her from wrong doing, than any well-defined principle of right. She does not seem to have ever learned from her teachers that all absolutely good conduct consists in doing right because it is right, for right's sake. She has always been so taught at home, and it is a grief to us to think that the same principles of truth and right are not set forth and confirmed at school.

If the school has contributed little to the growth and development of right moral principles in our little girl; to the formation of a conscientious and lovely character, it has done still less toward the improvement of her manners. The latter is, indeed, a necessary sequence of the former, and nothing else was to be expected; because gentle manners come of a gentle spirit, and refinement in outward acts is but the manifestation of inward refinement and purity. It seems to me that no one who is ignorant of this, and who does not illustrate its truth in his own daily life, ought to be a teacher. But it is quite certain that our Mary receives no help from her teachers in this direction. On the contrary, greater efforts are constantly needed at home, to keep her from lapsing more and more into rude, uncouth and unamiable ways. Carelessness of speech and of apparel; vulgar loudness of tone in conversation, with

excessive flippancy of air and bearing in the presence of older people; use of slang phrases, supposed to be piquant and smart, with indecorums of language; slouchiness in walking and sitting, a general tendency to uncouthness of deportment; neglect of hair and hands; soiling, disfigurement and mutilation of faces; a noisy and piggish way of eating and drinking, and other offenses against the proprieties of the table; lack of delicacy and refinement, and of thoughtful courtesy to others—these are some of the violations of decorum and good breeding which seem to receive no check, even notice, at school, and against which there is a steadily increasing force of admonition and restraint at home. It may be that we are particularly unfortunate in our schools and teachers, but they seem to be as good as those of the neighboring districts. We have always paid our teacher from twenty-five to thirty dollars a month, which I ought to secure us the services of a pretty good teacher. We concluded not to send Mary to the public school any more, and unless we can have a better school, we don't know what to do about the education of the younger children."

From an Editor.—"I am an editor. The handling an inspection of manuscripts is a part of my daily business. The cardinal virtues to be observed in writing for the press are, legibility, correct orthography, full and proper punctuation, right use of capital letters, suitable division into paragraphs, and the use of one side only of the paper. A regard or violation of these rules, is considered as a deadly sin by all editors and compositors, and consigns to the waste basket and to oblivion reams and bushels of manuscripts every year. They may possess other merits in high degree, but if lacking in these essentials, overlooked they must go. Editors and compositors have no time to eliminate the grain from the chaff; the grist must come to the mill all ready for the miller, or it cannot be ground, or if taken just as it comes, the result would often be a sad compound of flour and bran. It is an imperative for writers to send their productions to publishers in a crude, unfinished state, mis-spelt, scrawled and jumbled, and expect the publishers to waste their time in doing what it is not their business to do. Well might farmers take their wheat to market, in the ear; their corn with the husk, or their wool on the sheep's backs, expecting the purchaser to shear the sheep, thresh the wheat and husk the corn, with no deduction of price. Not ten per cent. of the manuscripts sent to editors are worth printing any way, but even those containing thoughts of fine literature are justly discarded if the glittering ore is half concealed in the dirt of execrable chirography, or imbedded in the hard quartz of false syntax and heathenish orthography. In the miner's rough phrase, 'such a lump don't pan out worth a cent.'



As an editor of a village paper, I have had ample opportunity to note what the public schools are doing in behalf of these few and simple, but very important elements of a good English education—penmanship, orthography, punctuation, and the minor niceties and proprieties involved in letter-writing, and in preparing communications for the press. Beginning with my own three children, aged respectively, twelve, fifteen and seventeen years, not one of them has acquired in school a competent knowledge of these things. I repeatedly inspected their “compositions,” and always found them grossly defective in these particulars. They seem to have no idea at all of breaks and paragraphs, according to the sense, but after finishing what they have to say on one point or topic, they are almost sure to begin another topic on the same line, and sometimes with a small letter.

The fact is my children have received no instruction in these matters, for the very good reason that their present teacher, (and probably those before him), is himself ignorant of the rules of punctuation, composition, and kindred branches of a good English education. This I found out by receiving from him, not long ago, for publication in my paper, a communication of seven foolscap pages in length, which was not only written on both sides of the paper, in a cramped school-boy hand, and with numerous errors in orthography and the use of capitals, but there was not a break or paragraph, nor a punctuation mark, from beginning to end. The object of the communication was to show the advantages, to the rising generation, of common schools in general, and of his school in particular! which was decidedly ‘good,’ under the circumstances.

Shortly after this discovery as to the literary and scriptory qualifications of our teacher, I visited his school, and remained long enough to note his method of conducting recitations. He first called a class in history. The text-book had questions at the bottom of each page. From these questions the teacher did not deviate in the least particular, nor did he ask any that were not in the printed list. Sitting by his side, I noticed that he had placed pencil marks around so much of the text as contained the answers to the successive questions, and that his eyes kept glancing from the respective questions to the marked answers thereto. Answers given in the very words of the author, were accepted as satisfactory, while all others were carefully amended by the teacher, in accordance with the bracketed passages of the text. Thus: “When was gold discovered in California, and what followed?” The pupil to whom this question was addressed, answered briskly as follows: “Gold was discovered in California soon after the close of the Mexican war, and caused a great rush to the gold mines from every part of the world.” “Next,” said the teacher, with his eye on the text. “Some persons accidentally found gold in California while they were making a treaty of peace with Mexico, and people immediately began to flock to the land

gold from all parts of the world," was the animated reply. "Next," said the teacher, with some impatience, not removing his eye from the marked passage. "They found gold in California after the Mexican war was over, and before the treaty was made, and people began to emigrate from nearly everywhere, to get the gold," was the spirited answer. Any one in the class who can answer the question may raise his hand," said the teacher of history, growing a little red in the face, and placing his finger on the paragraph so as not to lose the place while he looked the class for the coveted signal. Three hands were raised. "John's answer," said the principal of our village school, quickly fixing his eyes again upon the sentences marked in pencil. And now came the good-for answer, *verbatim et literatim*, repeated in a slow, precise, mechanical tone: "Just before the conclusion of the treaty with Mexico, gold was discovered in California; news of this discovery caused a wonderful tide of emigration from all parts of the civilized world to set towards the land of gold." "Right," said the principal of our public school, with an air of relief, his face brightening up, as he turned upon a satisfied look. The whole thing was a matter of sheer memory; no scintilla of animation, nor one discursive, illustrative or explanatory remark, on the part of the teacher. The subsequent recitations, in grammar and arithmetic, were conducted in substantially the same spiritless *verbatim* manner—the words of the book being the alpha and omega in all of them.

My oldest boy had completed the course in higher arithmetic, including the buying and selling of exchange and stocks, business forms of bills, and the nomenclature of financial operations and of trade and commerce generally. Knowing this, I handed him the following slips from one of my commercial exchanges, and desired him to read and learn them:

New York exchange was higher to-day, in consequence of the heavy demand to meet maturing bills to eastern creditors. Sales were made, between banks, from par to 50c per \$1,000 premium. Open market, good commercial paper, with two names, sells at 1½ per cent. per month, and the rate is not to be had, outside of banks, for less.

Wm. Lunt, Preston and Kean quote as follows, this afternoon:

	Buying.	Selling.
U. S. of '81.....	116	116½
U. S. of '82.....	111½	112
U. S. of '84.....	111½	112
U. S. of '85.....	112	112½
U. S. of '86 Jan. and July.....	114	114½
U. S. of '87 Jan. and July.....	114½	114½
U. S. of '88 Jan. and July.....	114	114½
.....	108	108½
U. S. (new issue).....	110½	111½
U. S. currency 6s.....	113½	113½
Western Pacific Gold 7-30s.....	.....	100 and Int.
San Francisco City 7s.....	.....	99 and Int.
San Francisco County 7s.....	.....	99 and Int.
San Francisco County and Township 10s.....	93@95	.....
San Francisco Exchange (large drafts).....	.....	108½@110½

He could not do either the one or the other. The very language seemed almost as unintelligible to him as if it were written in an unknown tongue, and he stumbled through it in a halting, mechanical way, showing that his understanding had no part whatever in the performance. He could not tell me the meaning of "New York exchange," "sales between banks," "open market," "good commercial paper with two names," "U. S. 6s of '81," "5-20s of '62," "Chicago City 7s," nor any of the other terms in the list—it was all unintelligible and meaningless to him. It is not at all to be wondered at that a boy of seventeen should not be familiar with commercial technology, unless specially instructed therein. But my boy had been studying arithmetic for seven years, and had been through a treatise on that science which professed to contain, and which did contain, a clear statement of all the principles necessary to a full understanding of everything in those printed slips. The teacher had never applied those definitions and principles to the current and living language and facts of commerce and finance, as displayed daily in the newspapers, but had stuck to his text-books as though they had no perceivable connection with the actual business and trade of the world. That is why my boy, after spending nine years in the public schools, could not even read intelligently a money article in one of the daily papers. A small fraction of the time spent by the teacher in bothering his pupils over a mass of worthless details in grammar, geography and history, would have more than sufficed to render them familiar with all the business terms and financial phrases constantly employed by the commercial press, and by writers on fiscal affairs, and that without the loss of anything worth knowing or remembering in the branches mentioned. These are the facts with regard to my own children, and my opinions based thereon."

#### SOME CONCLUSIONS.

We have now examined three witnesses, and heard what they have to say. Care has been taken to collect facts, views and opinions from the representatives of many other classes and departments of labor and industry, from those who earn their bread by daily manual toil, to the so-called learned and professional classes; and if there were space to record their statements, or if further testimony were necessary to the purpose in hand, many others stand ready to be heard. Of course there is the greatest variety of opinions, criticisms and suggestions; but, while emphasizing those phases of the subject which their own particular occupations or predilections would naturally bring most prominently to view, there is nevertheless a substantial and surprising agreement in a few important particulars. Among the points which a comparison of the statements at hand shows to be held in common, are the

lowing: (1.) That the course of study in the common ungraded schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one thereof. (2.) That many of these schools are not doing their elementary work well; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals, and the common proprieties of letter-writing in English composition. (3.) That the teaching is too bookish, narrow and technical, being largely defective in method, dull in manner, and therefore devoid of attractiveness, inspiration and zest. (4.) That there is too much isolation in schools and school work—too little recognition and intelligent sympathy between the little world, little lessons and little books within the school house, and the great world, great lessons and wonderful books outside of the school house—too little apprehension and realization of the fact that schools and school-days are but apprenticeships and days of apprenticeship, wherein to learn the use of a few necessary tools and implements, wherewith the better to fight the long, hard battles of life and duty in the world and out of doors; and hence to closer the connection that is kept up between those tools and implements and the scenes wherein, and the materials whereon, they are to be wielded, the better. (5.) And finally, that the attention paid to the morals and manners of the pupils—to those many little matters of deportment and speech which contribute so much to the comfort and harmony of home and of society—is unsatisfactory. Such are the witnesses and their testimony, and it must be conceded that if they do not make out a case against the schools, they afford much matter for reflection.

It will be understood, of course, that these facts and strictures were brought out, mainly, in response to invitations to that effect—they exhibit one side only of the question, and are here recorded as such, and for that purpose. It would not be difficult to obtain counter statements to an almost unlimited extent, but the other side has so often been heard, and the tendency to laud the schools without due discrimination, in educational reports and elsewhere, is so strong, that it has seemed of value to allow full weight at this time to what may be advanced by way of criticism. That which is good, or that which is good in the main, as in public schools most certainly are, has much to gain and nothing to lose from honest investigation, and searching inquiry.

### THREE IMPORTANT INQUIRIES.

The foregoing facts and strictures seem to start three inquiries: (1.) What should the public schools accomplish? (2.) What are they accomplishing? (3.) How may they accomplish more? These themes

open out almost illimitably ; a treatise might be written upon each one of them. But as the object in raising these inquiries now is subordinate to the main purpose of these comments on the new school law, I shall only offer a few very brief general hints, by way of answer, reserving the proper discussion for another time and place.

#### WHAT SHOULD BE ACCOMPLISHED.

What, then, should the public schools do for the youth of the State ? What is the least that ought reasonably to be expected of them ?

Premising that reference is had chiefly to the ordinary district school, not to the higher grades of schools in cities and villages, I think that each of such schools should do at least this much :

The pupils should become proficient in the orthography of all common English words—able to spell them, orally, without a moment's hesitation, with the proper division into syllables, and with correctness of articulation, accent and pronunciation ; or to write them, with equal facility and accuracy. They should be familiar with the principal rules of English orthography, and able to apply them in practice. They should be familiar with the common rules and principles of punctuation, and with those concerning the use of capital letters, and able to apply them, promptly and correctly. They should understand the object and use of breaks and paragraphs, in written or printed matter, and be able to employ them intelligently. They should be acquainted with the recognized rules and forms of letter-writing, and be able to date, begin, close, fold and address a letter, with taste and propriety.

They should be able to write, neatly and legibly, and with at least passable ease and rapidity, and have correct habits of sitting and of holding the pen, together with a creditable style of forming all the script capitals.

They should be able to read, at sight, and with ease, and a fair degree of correctness as to modulation, inflection and expression, any simple piece of English prose or poetry ; and be able to give and to apply the fundamental rules and principles of good reading. They should know in what manner to sit or stand, while reading, and how to hold the book or paper, and how to turn the leaves. They should be instructed as to the proper amount and adjustment of light in reading, and how to favor the eyes and preserve them from injury. They should be able to transcribe from dictation, with ease and promptness, and with correctness of spelling, punctuation and capitals, any plain and simple paragraph from a book or newspaper.

They should be able to read and write, with great facility and accuracy, any number large or small, either in the Arabic or Roman characters. They should know the common multiplication table perfectly, and be quick, skillful and exact in the four fundamental rules of arithmetic.

In addition to that, they should be able to handle all the ordinary forms and combinations of common and decimal fractions, with quickness and dexterity, and be thoroughly grounded in the few fundamental principles upon which all the operations of interest and percentage depend. They should also know how to keep simple accounts, to make out ordinary bills, write receipts and promissory notes in a correct and legal form, and to draw up such other simple business papers as are required in the common transactions of the people. They should also be so instructed in the technical but familiar nomenclature of trade, commerce and finance, that they can both read articles on those subjects in books and newspapers, with ease and intelligence, and understand them when read by others.

They should be able, in conversation and writing, to express their own thoughts in good English, and should know enough about the elementary rules governing the proper use of the English language, to enable them, readily and intelligently, to avoid all the more common errors of speech on their own part, and to detect and correct them in others. In other words, they should acquire the habit of using proper and correct language, by being carefully taught and strictly required so to do, in all the intercourse of the school room, and have at command a few of the elementary principles of what is called grammar, to be referred to and applied as *tests* when occasion requires. They should be familiar with the definitions, meanings and proper uses of the words in common use among the people, and accustomed to note the distinctions and shades of meaning between different words of kindred import; not so much by formal lessons from text-books, as by attentively observing and having explained to them all the more curious and important words in the reading lessons, and in any of the other books used in school; and especially by the habit of constantly referring to the dictionary, which should be encouraged and insisted upon from the time that the child is able to find the words. They should know that the power of speech is God's great and distinguishing gift to man, and hence that the proper study and true knowledge of words, whereby human minds and souls hold converse with one another, are worthy of a high place in every scheme of education. They should, for the same reason, shrink from the use of slang, and words of coarseness and profanity, with almost as much aversion and disgust as from direct moral contamination.

They should know the shape of the earth, with the well known facts or proofs which determine the same; its motions, and the effects thereof; latitude and longitude, with their characteristics and uses; the zones; the grand divisions of land and water; the hemispheres, and how the lands and waters of the earth are apportioned between them; the principal mountain-ranges and rivers; the climates and chief productions of

the respective zones; the races of people, with their leading characteristics and religions, and the regions of the globe where they respectively dwell; the principal forms of government on the earth, with the distinguishing features of each; the leading nations and countries of the world, where situated, of what race or races, their respective forms of government, degrees of civilization, religions, chief industries and populations; the boundaries, area and population of the United States, with the principal lakes, rivers, mountain-ranges and cities; the states and territories comprising the American Union, with their respective boundaries, leading natural features; populations, productions, capitals and chief cities; the State in which they live, its counties and county-towns, its principal rivers, canals and railroads, its chief cities and towns, its soils and productions, and the leading occupations and industries of the people; the county in which they reside, its boundaries, area and population—its rivers, streams and railroads—its soils and productions—its cities, towns and villages—its mills, manufactories and public buildings, together with the name and population of the county seat; the township, its number and range, and the principal meridian to which it belongs, with the origin of our township system, and the manner of reckoning numbers and ranges—its surface, soil, population and productions; and finally the particular district in which the school is situated, its designation and number, the part of the township in which it is located, its exact boundaries and area, its aggregate population and number of persons of school age, together with the topography of the district, and the precise location of the school house.

They should be familiar with the outlines, and representative facts and events in the history of their own country. They should know something of the men who first sought homes on these shores—whence they came, and why they came; something of their early struggles and trials—something of the wars and conflicts through which the nation has passed, and of the causes and issues of those wars—something of the moral and political questions which have shaken the country and helped to shape its destiny—something of the origin, nature, rise, culmination and overthrow of the slave power. They should be able to define the three forms of government which the nation has known, and to trace some of the steps and causes which led to the successive changes. They should be familiar with the leading features, principles, departments and methods of our present form of government; with the outlines of its fundamental law, the respective powers and prerogatives of the state and national governments, the manner of electing and appointing civil officers and agents, of regulating, collecting and disbursing the public revenues, of transacting civil and municipal business, of administering justice, making and executing the laws, and with the more important rights and duties of citizens. Their knowledge of these *outlines* should be so

clear and exact that, if cast among ignorant savages in some unknown island of the sea, they could re-state them correctly, and in due time construct thereon a republican form of government.

They should know enough of their own physical and mental organization to enable them to take proper care of both their bodies and brains. To this end they should know when, how and what to eat and drink—when and how much to sleep—the uses and abuses of clothing—the laws of healthful labor, exercise and rest—the functions of the brain—the more obvious relations of body and mind, and the tokens and penalties of disregarding the laws of health, whether of body or mind.

They should understand the rudimentary principles of drawing and perspective, and possess some practical ability and skill in the use of the pencil; enough, at least, to enable them to produce, with passable correctness and facility, drawings, in flat outline, of such simple objects and figures as they may wish to illustrate. There is hardly any business or employment in life, in which the possession of such knowledge and ability is not found to be extremely useful, and the lack thereof a great disadvantage. A knowledge of the elements of drawing is also a source of great delight, and an unfailing means of diversion, to most children; and the facilities for acquiring such knowledge are now abundant and cheap.

They should understand the elementary principles of vocal music. There is not one child, of ordinary mental and physical endowments, in a hundred, who is not capable both of understanding and of practising those principles; and I know of no other acquisition that yields richer returns of profit and pleasure, for the time and effort expended. A tuneful, song-loving child *may* be vicious and moody, but it is a rare phenomenon.

They should be acquainted with the rudiments of natural history, so as not to move as utter strangers among the plants and animals which constitute so large a proportion of nearly every landscape, and which contribute so much to the beauty and utility of life; and with the elements of those wonderful, omnipresent and beneficent forces which pervade, and animate, as it were, the universe of matter.

They should be gentle and refined in speech and manners; docile in spirit and modest in deportment; truthful, ingenuous and manly; obedient, respectful and affectionate towards their parents and teachers, and reverential towards God and whatsoever things are sacred and holy. These things, it is true, are not so immediately within the control of teachers, but the influence, example and precepts of the school room should all *tend that way*.

Estimating the average period of attendance at from seven to nine years, of two terms, or six months, each year, it is believed and affirmed that the public schools of the State can and should accomplish the



things which have been enumerated, for all the pupils who remain under tuition for that length of time, and in like proportion for shorter periods of pupilage. And who shall compute the benefits or measure the blessings conferred by such a school, planted in every school district of the State—who shall set forth the advancement, in all the elements of honor, dignity and power, of the commonwealth into the ranks of whose citizens and into the currents of whose life there come, yearly, tens of thousands of such school children?

#### WHAT IS ACCOMPLISHED.

Having thus indicated what, as is believed, the common schools should do for the youth of the State, the next inquiry is—what are they doing?

Some remarkable testimony has been adduced upon this point. How small soever the importance that may be attached to that testimony, it renders it painfully evident that the practical results, in some instances, at least, come short of the moderate and reasonable standard that has been indicated. While it is true that the instances cited are exceptional, it is also true that such facts ought not to be possible in any case. It must be admitted that the tendencies have been and are too much in that direction. Many facts corroborative of some of those strictures are known to myself, and many others who have carefully noted the work and results of common school teaching are ready to allow that the need of improvement in the methods and processes of elementary instruction, is general and urgent. And here, for the present, I leave this branch of the subject, proposing to recur to it again.

#### HOW CAN MORE BE ACCOMPLISHED.

It remains to consider the question: How can larger and better results be obtained? In reply to this exceedingly important inquiry, the following suggestions are submitted—

1. *We must have a large increase of well qualified teachers.*

This is an old and familiar declaration. It has been uttered again and again along all these years, and doubtless many are weary of hearing it. But it must be proclaimed again, and yet again, until the people will hear and regard. The proposition that heads this paragraph is true, whether people believe it or not, and whether they are tired of hearing it or not. It lies at the root of this whole matter of increasing the efficiency of the public schools. For education is a science, having its axioms and postulates and established laws and principles, and the successful educator who reduces those principles to practice, is therefore an artist. And just to the degree that a teacher has a knowledge of the principles of the science, and skill to illustrate and apply them, will his teaching be valuable and effective. The man who pretends to practice

medicine without a knowledge of the principles of the healing art, or skill in the use of remedies, is a quack; the sciolist and smatterer in law, is a pettifogger; the ignorant enthusiast in divinity, is a fanatic; and in like manner, the presumptuous charlatan in education, is invidiously called a pedagogue. Such an one, not the scientific educator, has been the butt of ridicule, caricature and travesty, by lampoonists and satirists. Did these literary sharpshooters ever turn their guns upon an Arnold, a Page or a Taylor? As soon would they burlesque a Hale or a Choate, a Faraday or a Rush, a Hall or an Alexander.

Books, apparatus, systems of instruction, are but the implements of the true teacher; with these tools, in part he does his work—erects his edifice. No competent teacher undervalues suitable books, apparatus and systems; but without the competent teacher, all such things must be more or less insufficient. In some trades and crafts the instruments, as another has said, may be so improved that one ignorant of all the arts may do as well as the most adroit and experienced workman. In education it is not so; the end here sought, is beyond the power of mere machinery. Whoever therefore aims to make a school book for use in elementary education, so perfect that competent masters may be dispensed with, aims at an impossibility. Rules are only the expression of principles and truths in their broadest shapes and forms. They present merely the tangible and visible—they can not embody the essence of things—they cannot contain or effuse what is ethereal and spiritual—the teacher, the artist himself, must do that. There are numberless indefinable things which rules and formulas cannot contain or express, and were never made to. Not even a master's hand can evoke sounds to move the soul with sadness, or joy, from an imperfect instrument; and yet in vain does *other* than a master's hand touch the strings of a perfect instrument. The other may play by *noté* and rule, but the sweetness and pathos of the master's melody come not at his bidding. So, to the superficial observer, the crude material that comes into the teacher's hands, is all sufficiently alike to be subjected to the same rules. If such rules are only faithfully and perseveringly applied, the work of education will be done, it is supposed, upon the whole mass. The true teacher knows better; he knows that the more inflexible the application of rules in certain cases, the greater the danger of mischief and ruin; and if the teacher cannot now be a rule unto himself, if he have not something of genius and philosophic power, he will surely miseducate. It may seem a small matter who teaches a school, but thousands of children are annually almost hopelessly ruined by inartistic and incompetent teachers.

## HOW OBTAINED.

How are such better qualified teachers to be obtained? First, by simply demanding them. One chief reason why so many incompetent teachers are employed is, that better ones are not sought for, are not wanted, in fact, at the slight additional salary that must be paid to secure them. The law of supply and demand governs in the business of teaching, as in every other. A teacher of at least fair abilities and qualifications can be had, sooner or later, for every school in the State, if only he is wanted—there is not the smallest doubt of it. Such a demand would, in the first place, bring at once into service the large number of good teachers who are now unemployed as teachers; inferior and lower-priced men being preferred, or at least engaged, in their stead. And in the next place, such a demand would, immediately and certainly, induce large numbers of capable young men and women to enter upon a course of preparation and training for common school work, from whose ranks a full supply of good, if not accomplished teachers would soon be available.

So long as communities and boards of directors are satisfied with inferior workmen, at low wages, the competent and skilled must of course stand aside. It is true here, as everywhere, that skilled labor will cost more than unskilled; and it is also true here, most pre-eminently and emphatically, as it is true in all of the higher departments of industry, that intelligent and skilled labor is *worth* more than the opposite kind—it is the cheapest, even in dollars and cents. For a master of the teaching art will do more for a child's education in one term, than a poor teacher could accomplish in two; and do it incomparably better—his work will not have to be done over again. It is lamentable and unaccountable that citizens and communities, in this country, so intelligent and shrewd in their judgments of other matters, should be so slow to learn that it *does* make all the difference in the world who teaches their school; and that for the difference of a few dollars per month they should suffer their children to spend the irrevocable years of early life, those precious critical years of elementary instruction, under the guidance of ignorant, unskilled and unworthy teachers.

"It is passing strange," said a close observer and distinguished writer, before there was a free school law in this State, "that often when a parent or guardian is about to commit a child or ward to a celebrated teacher, with directions to examine the same, and to put him at such studies as shall be deemed best, and with a tacit acknowledgment that the teacher is the one who can and ought to know and judge for others—it is strange that often these persons, on learning the price of a true education, will, at the last moment, change their intention and

send the pupil where the educating can be done for less. When convinced that a painter is the artist to do them upon canvas as they should be done, these men pay the price—a daub from an inferior artist, they will not have at any price—they would not be paid to receive such. And yet these same persons will choose a school where work is done a few shillings or even pence less. It is a great matter that a yard of canvas be spoiled; it is nothing, that the mind and manners of a child should be ruined.”

Our State and county normal schools are doing much—all that their facilities permit—to qualify teachers for the public schools, and the testimony is almost unanimous that they are doing their work well. Normal departments and classes in the universities, colleges and high schools are helping all they can. But it may still be asked: “What are these among so many?” Not ten per cent. of the teachers of the State have had the benefit of any of these facilities of professional culture and training, even for the shortest time, and not five per cent. have taken the full course in those institutions. It is not to be doubted that a very large number of as efficient and accomplished teachers as there are in the State have become such without normal training of any kind, nor that the same may be said of a still greater number of our comparatively well qualified instructors. These facts do not militate in the least against the claims of normal schools, which never had less need of defenders than now. If these capable and successful teachers were deprived of the benefits of professional training schools, they obtained an equivalent preparation by some other and longer route, and they are generally the last to undervalue those more direct and effective instrumentalities which it was not their privilege to enjoy.

Deducting the graduates of these various normal schools and classes, and those who, though not graduates, have had the benefit of partial courses therein, in the science and art of education, and those who have become superior teachers through other means, and there still remains much more than half of the whole body of teachers in the State, who must be classed as inferior teachers—knowing little either of the philosophy or true methods of education—mere “school-keepers,” most of them—working away, faithfully and industriously for the most part, but in darkness and aimlessness as to the precise objects to be striven for, or the sure paths that lead to them—meaning well, but as likely, through ignorance, to mis-direct and mis-educate, as to guide and instruct aright. Teachers of this description, sit to-day in a majority of the common district school-houses of the State.

To reach this large class of teachers with the means of improvement in the principles and methods of their vocation, our main reliance has been, and still is, upon the local institute. The value of that simple and inexpensive instrumentality has been very great; I know not how

it could have been dispensed with. It has been kept up, with more or less efficiency, and with many hindrances and discouragements, from 1854 till now. There are but very few counties in the State in which institutes have not been held. In many counties it has long been an established common school institution, holding one or two sessions annually. The expenses have generally been borne by the teachers themselves. In a few instances the county authorities have extended a helping hand, making small appropriations of money, and otherwise affording aid and encouragement. By the act of March 30, 1869, the State legislature recognized the usefulness of these local and temporary normal schools, by providing that teachers might attend them, when held in their own county, for a period not exceeding one week at any one time, nor oftener than once in any one period of six months, without loss of time or pay—proof to be furnished of actual attendance and participation. That enactment had an immediately beneficial effect upon the institutes, and through them upon the common schools. The evidence of this is conclusive. The number of institutes was increased, the average attendance was duplicated, the exercises assumed a higher tone, and the signs of enhanced usefulness began to multiply on every hand. With unimportant exceptions, teachers availed themselves of the privilege in good faith, and took an active and earnest part in the proceedings. The primary principles and methods of good teaching were explained to thousands of them for the first time, and many a remote school district shared in the benefits conferred. It is much to be regretted that a provision that was doing so much good, and so little harm, should not have been retained in the new law.

#### EXISTING FACILITIES INSUFFICIENT.

But State and county normal schools, normal departments and classes in colleges and high schools, and county institutes, conducted on the independent and voluntary plan, together with all other available means of professional instruction, all combined, are wholly insufficient to supply the urgent needs of the common schools. While the number of persons qualified to fill positions in the high schools and thoroughly organized graded schools of our cities, towns and other favored localities, is still insufficient, yet the most pressing need is in the ordinary ungraded district schools of the country. Information at hand warrants the statement that not more than one in three of the teachers of these schools is fit for the place he occupies, in respect to scholarship; methods and principles of teaching; general intelligence; ability to organize and govern a school; and breadth, symmetry and poise of personal character. The phases and gradations of incompetency and unfitness reach through the scale of variations, from the barely passable, to the most

extraordinary lack of every recognized element of fitness for the work of instruction. Under such influences and inspirations sit the children of the people, tens of thousands of them, from day to day and from year to year. The days of childhood hurrying by, the years of toil and duty coming on, the world full of inspiring truths and useful knowledge, eager minds and loving hearts waiting to be satisfied, and—waiting in vain.

#### THE STATE MUST AID.

Now, to the work of qualifying teachers for these elementary schools, the State itself should reach forth a helping hand. It is a matter of grave moment to the commonwealth that these children should not pass on to citizenship under such instructors. If they are to receive but the rudiments, and these the fundamental law pledges to them, let them be at least the rudiments of a true education—primary principles so taught and so applied, that the children may not only crave more knowledge, but be so invested with the keys thereof, that henceforth they may be able to open, for themselves, the doors that lead thereto.

#### HOW SHALL THE STATE ASSIST ?

But how shall the State assist in this thing ? By undertaking, to a limited extent, the management and control of local institutes of instruction, through the agency of competent and suitable persons appointed or commissioned in such manner as may be prescribed by law, and who shall be directly responsible to the State for their acts, and be paid by the State for their services, upon such vouchers as are required of other agents and servants of the State. It should be made the duty of these men to organize and conduct a series of meetings or institutes for the instruction of teachers of common schools, and those desiring to become such, in the principles and methods of teaching ; the organization, classification, discipline and government of schools ; the requirements of the school law ; the rights, powers and duties of school officers, teachers, pupils and citizens, and other subjects pertaining to the welfare and improvement of the public schools. It should also be made the duty of these men to instruct the people, by public addresses and otherwise, in respect to the nature and necessity of free schools ; their vital relations to free government ; the relations that should subsist between parents and teachers ; the characteristics of good schools and teachers, and poor ones ; how to obtain and retain the one, and avoid the other ; and the innumerable blessings of right elementary training on the one hand, and the irreparable mischief of ignorant teachers, irrational methods and mis-education, on the other.

### A PLAN PROPOSED.

The sum of ten thousand dollars per annum, would secure the services of four or five picked men for this work—men of ability and culture, thoroughly acquainted with systems of public education, and experienced in the supervision, management and instruction of common schools—men of prudence, good sense and sound judgment; able both to instruct and train teachers for the school-rooms of the State, and to address public assemblies with force, dignity and effect. They would give their whole time to the work, so arranging their plan of operations as to bring the teachers and people of the whole State, or so much thereof as should be thought expedient, within the range of their influence and efforts, every year. Every institute conducted by them would be in the interest of sound elementary scholarship, scientific methods and principles and a true education. These things are essential, and it is not possible to be sure of them in institutes having no intelligent supervision, and working on no comprehensive plan, and toward no definite end. Lack of such responsible control and assured ability, of instruction and management, has been the main element of weakness and inefficiency, and the chief cause of occasional failure, in our present scheme of institute operations. It could hardly be otherwise. Without funds; without recognized leaders; without definite plans or the time to mature and execute them; with no comprehensive system of co-operation among the counties; with no countenance in the laws, and, in many instances, none from the people, but disfavor instead; with the chief school officer of the county oftentimes unable to take the lead, and not seldom unwilling to do so—the teachers have done the best they could, and the marvel is that they have done so-much and so well.

By the proposed plan, nearly all of those obstacles will be removed. Acting by the authority of the State, and not dependent upon the teachers or local communities for their compensation, these men would enter upon their work under the most favorable conditions. Selected for their skill and ability alone, and clothed with discretion to organize the work upon the scale of the whole State, with sole reference to the needs of the respective counties and to the accomplishment of the best results, they would soon be able to devise and put in operation a comprehensive and well matured plan of common school effort, and to prosecute the same with telling effect. In what other way can the district schools be so soon and so effectually supplied with qualified teachers, or with teachers of improved qualifications? How otherwise can the body of the people be so well instructed in regard to the claims of public education, the principles of teaching, the evils of mis-education, the elements and conditions of successful instruction, and the general economy of schools

and school management? Is it seen in what other manner the comparatively trifling sum named could better be made to subserve the purposes for which the State, in compliance with the requirements of the constitution, has established the system of free schools?

#### HORACE MANN IN MASSACHUSETTS.

It seems to me that the plan should be adopted, and fairly tried. It is not new. If one commonwealth more than another has laid the American people under obligations for valuable lessons in the theory and art, the means and methods, of public education, that commonwealth is Massachusetts. And long before there was a free school system in Illinois, the hills and valleys of that State were traversed, year after year, by strong, gifted and eloquent men, engaged in the very work that has here been described—instructing the teachers, addressing the people, organizing and conducting institutes, holding educational conventions, and mightily awakening and stirring the inhabitants everywhere. The voice of Horace Mann was heard, from Cape Cod to the Berkshire mountains, warning, entreating, expostulating, beseeching the people, with the vehemence and power of one of the old prophets, to look to the education of their children. Hear him:

“We all bear witness that there is but one salvation for the State—the knowledge of duty and the will to do it, among the people. But what measures are we taking to cause that knowledge to spring up, like a new intellectual creation, in every mind; and to cause that will to be quickened into life, in every breast? We all agree,—the universal experience and history of mankind being our authority,—that, in nineteen cases out of every twenty, if the human mind is ever to be expanded by knowledge and imbued with virtuous principles, it must be done during the susceptible years of childhood and youth. But when we come to the *sine qua non*—to the *work*—to the point where volition must issue forth into action, or it is valueless—when we come to the taxing, to the building, to the books, to the apparatus, to the whole system of preparatory and contemporaneous measures for carrying on and perfecting the work of education—where wishes and sympathy and verbal encouragement are nothing without the effective co-operation of those muscles which perform labor and transfer money—when we come to this point, then excuses teem, and the well-wishers retire from the stage, like actors at the close of a drama. I gladly acknowledge that there are honorable exceptions, in all ranks and classes of men; and in no State in the Union, are there so many of these exceptions, as in Massachusetts; and yet even here, is it not most extensively true, that when we appeal to the different classes and occupations of men, we meet with indifference, if not with repulse?



We solicit the farmer to visit the school, but he is too much engaged with the care of his stock to look after his children. We apply to the tradesman, but his account of profit and loss must be adjusted before he can attend to the source of all profit and loss—in the mind. We call upon the physician, but he has too many patients in the arms of death, to allow him one hour for arresting the spread of a contagion by which, if neglected, hundreds of others must perish. We apply to the lawyer and the judge, but they are redressing the wrongs and avenging the violated laws of society—they are so engaged in uncoiling the folds of a parent serpent which has wound itself round the State, that they cannot stop to crush a hundred of its young, ere they issue from the nest, to wind their folds alike around the State, and the law, and its ministers. We apply to the clergyman; he bids us God speed—but commends us, for assistance, to the first man we meet; for he and his flock are beleaguered by seven evil spirits, in the form of seven heresies—each fatal to the souls of men. We sally forth from his doors, and the first man we meet is his clerical brother; but he, too, has seven fatal heresies to combat, and he solemnly assures us that the most dangerous leader of them all, is the man we have just left. We apply to the wealthy and the benevolent, who are carrying on vast religious enterprises abroad; but they have just shipped their cargoes of gold to Africa, to Asia, and to the uttermost isles of the sea, and can spare nothing—never asking themselves the question, who, *in the next generation*, will support the enterprises they have begun, and retain the foothold they may acquire, if they suffer heathenism and the idolatry of worshipping base passions to spring up in their native land, and around their own doors. We go to those great antagonist theological institutions, which have selected high social eminences, all over the land, and entrenched themselves against each other, as warring generals fortify their camps upon the summit of confronting hills—we implore them to send out one wise and mighty man to guide this great people through a wilderness more difficult to traverse than that which stretched between Egypt and Canaan; but each hostile sect is engaged in propagating a creed which it *knows* to be true, against the fatal delusions of those various and opposite creeds, which each of the other sects also *knows* to be true!

Oh, when will men learn, that ever since the Savior bowed his head upon the cross and said 'It is finished,' there has been truth enough in the world, to make all men wise and holy and happy—all that is wanted—all that ever has been wanted is—minds that will appreciate truth. The barbarian cannot appreciate it, whether born in New Zealand or in New England. The benighted and brutified child, whose thoughts are born of prejudice, whose actions of sensualism, whose moral sensibilities have been daily seared, from his birth, with the hot iron of vicious customs and maxims, cannot discern truth, cannot know it,

will not embrace it, whether his father is called a savage or a christian. To give truth a passport to the souls of men, to ensure it home and supremacy in the human heart, there must be some previous awakening and culture of the intellectual and moral nature. In this respect it is with spiritual, as with scientific truth. The great astronomical truths which pertain to the solar system, have existed ever since the creation; for generations past, they have been known to the learned; and all the planets, as they move, are heralds and torch-bearers, sent round by the hand of God, revolution after revolution, and age after age, to make perpetual proclamation through all their circuits, and to light up the heavens, from side to side, with ocular and refugent demonstration of their existence; and yet, until their elements are all laboriously taught, until our minds are opened and made capacious for their reception, these glorious truths are a blank, and for our vision and joy, might well never have been. And so of all truth—there must be a mind enlarged, ennobled, purified, to embrace truth, in all its beauty, sublimity and holiness, as well as beautiful, sublime and holy truths to be embraced. Will the great political and financial problems which now agitate the nation ever be rightly solved and permanently adjusted, while they are committed, year after year, to voters who cannot even read and write? Can any additional intelligence and integrity be expected in our rulers, without additional intelligence and integrity in the constituency that elects them? Complain of President or Congress as much as we will, they are the very men whom we, the people, have chosen. If the country is an active volcano of ignorance and guilt, why should not Congress be a crater for the outgushing of its lava? Will Providence interfere to rescue us by a miracle, while we are voluntarily pursuing a course which would make a speedier interference, and a more stupendous miracle, necessary for our subsequent rescue? How much of time, of talent and of wealth, we are annually expending—in legislatures, in political conventions, through newspapers—to gain adherents to one system of policy, or its opposite, to an old party or to a new one—but how little we rear a people with minds capable of understanding systems of policy, when developed, and of discerning between the right and the wrong, in the crises which beset and would inveigle them. What honors and emoluments are showered upon successful politicians; what penury and obscurity are the portion of those who are moulding the character of a young generation of sovereigns! And here let not the truth be forgotten, that the weightiest obligation to foster and perfect the work of education, lies upon those States which enjoy the most; for to whomsoever advantage is given, of them shall much be required.”

With such words of truth, eloquence and power, that mighty apostle of common schools spoke to the people of Massachusetts, making of every village-crowned eminence in the State a very Mars Hill to echo

his grand appeals, onward through vale and hamlet, till every ear should hear and every heart be moved; while a select corps of accomplished men followed up the march of the orator, utilizing the profound impressions left by his addresses upon the minds of the people, by gathering the teachers into institutes and conventions, unfolding to them the principles of education, and instructing them in the true science and art of teaching. The voice of the orator died away among the hills of New England—his noble presence vanished forever from the shores of time, long ago; but the results abide—the common schools of Massachusetts, taken all in all, are the best in the Union and in the world. That the men and the agencies mentioned were among the most potential factors of this noble consummation, none can deny, and distant will be the day when the school children of that good old commonwealth will cease to honor the name and revere the memory of their good and gifted friend.

Several other States have pursued the same course, with like beneficial results. Indeed, ours is the only leading State making, practically, no provision for the systematic prosecution of institute work. The public sentiment of the State needs to be stirred to a more earnest and intelligent appreciation of the wants of common schools—of their faulty local management, and especially the very serious effects of the low standard of scholastic and professional qualifications required of the teachers in ungraded district schools. It is believed that the plan proposed will do for Illinois what it has done for other States. The plan is simple and inexpensive. The legislature can require the accounts of the institute corps to be kept, audited and paid, in such a manner as to ensure the faithful application of every penny of the fund. The plan has been tried, and found to be admirably adapted to all the ends in view. It is earnestly commended to the favorable judgment and action of the general assembly.

#### SUPERVISION.

Next to a better supply of superior teachers, the greatest need is for closer and more intelligent supervision. This point will be considered in a subsequent part of the report, and is only mentioned here to indicate its appropriate place among the most essential means of increasing the efficiency of the schools.

#### IMPROVED METHODS.

To increase the efficiency of common schools, improved methods of instruction are also necessary. The introduction of the elements of the natural sciences into the public schools, by the authority of a general State law, has brought this question of methods prominently

to the front. It is well. It is a question that ought to have been met and acted upon long ago—now it must be considered and determined, so far, at least, as the new branches are concerned. My views on this subject will appear in the course of the following pages. The passage of the new school law devolved an immense amount of extra labor upon this department, including the careful examination of legal points left in doubt by the want of exactness in the phraseology of some of the sections; the comparing and harmonizing of apparently conflicting statutes; and the preparation and issuance of official circulars to school officers and teachers, in explanation of the various provisions of the act—the new powers conferred, and duties imposed—and the best manner of exercising the one and performing the other. Especially perplexing and delicate was the duty, devolved upon the State Superintendent, of giving practical effect to the requirements concerning the natural sciences. To the consideration and performance of that duty, a great deal of time, and of careful, anxious thought, were given. The conclusions reached were communicated, by circulars, from time to time, to the different classes of persons more particularly concerned therein, with such instructions, advice and suggestions as seemed expedient. As two of those official communications set forth my understanding of the intent and scope of the law touching the new branches; the steps taken to carry out that understanding; and, especially, the methods of teaching recommended—they are herewith reproduced, and made a part of this report.

Under date of May 24, 1872, the following circular was issued:

#### NATURAL SCIENCES IN THE PUBLIC SCHOOLS.

The 50th section of the New School Law provides that no teacher shall be authorized to teach a common school who is not qualified to teach "The Elements of the Natural Sciences, Physiology and Laws of Health," in addition to the branches previously required.

Physiology and Hygiene are specifically designated, leaving nothing to be interpreted or construed. But the phrase, "natural sciences," is so broad and comprehensive, that no practical effect can be given to it without proper limitations. It cannot be supposed that the Legislature intended to require teachers to be qualified to teach the elements of *all* the natural sciences, as a condition of receiving a license to teach a common school. Such a requirement would close the doors of most of the school houses of the State, for an indefinite period. Of necessity, a limited number only of the sciences must be selected and designated as those in which teachers shall be prepared to pass an elementary examination.

Two questions here confront us: 1st, How and by whom shall the selection be made? and 2d, Which of the sciences shall be chosen?

To the first of these questions, the answer is at hand. The selections must be made and promulgated by authority of law. The new requirements must be the same for the teachers of every county in the State, just as the previous requirements have always been. The notion that an examination in some of the natural sciences may be required in one county or class of counties, while in another county or class of counties the examination may be in other natural sciences, is plainly in conflict with the spirit and meaning of the law, and must be discarded. The intention of the whole act is to *unify* the school system, to make it symmetrical and harmonious in all its parts, and effect must be given to that intention.

Hence, the 8th section of the act provides that "the State Superintendent of Public Instruction shall make such rules and regulations as may be necessary and expedient to carry into *efficient and uniform* effect the provisions of this act." The duty, therefore, of so construing the provision in respect to the natural sciences as to give it practical effect, devolves upon the State Superintendent, and he must perform it as best he may; and the conclusions reached by him, in the premises, must govern and be observed by all concerned throughout the State, to the end that "*efficient and uniform* effect" may be given to the provisions in question. I need not say how difficult and unwelcome this duty is. I shrink from it, and should have found it a great relief if the Legislature had itself designated the particular natural sciences in which teachers should be examined.

It remains to answer the other, and far more embarrassing question: Which of the many departments and branches of study included in the general term, "natural sciences," shall be designated and prescribed?

In seeking a proper solution to this inquiry I have given prominence to the observed facts and tendencies of the childish nature, and tried to find and follow the path thereby indicated; considering it safe and logical to have teachers begin their preparation with those departments of science towards which children manifest the earliest and most spontaneous inclination. Passing physiology and hygiene, concerning which there is no option, is not the *Love of Flowers* an almost instinctive and universal sentiment of childhood? Who can describe the irrepressible delight of the little ones, wandering among the violets and roses, over the soft verdure of lawn and meadow, or beneath the leafy draperies of the bright green woods? What would be the thought of a child, sound in body and mind, who should not love these things? If this be a postulate of the youthful nature everywhere, does it not point unmistakably to Botany, as one of the first, if not the very first, of the natural sciences towards which the inquisitive, beauty-loving and knowledge-craving spirit of the child should be intelligently directed? I think it does.

And where does the law of "natural selection" next lead the little children—where do they love best to turn for enjoyment and curious scrutiny when weary of their treasures of plants and flowers—where but to Pussy and Towser; to Pony and Brindle; to the soft-eyed calves and frisking lambs; to the matronly hens with their noisy broods, and the gay-plumaged birds, hopping and twittering in bush and tree? Are we not still in the plain, beaten path of a universal truth—a common experience? Do children tire of watching those wonderful creatures, noting their motions, habits and ways? This, then, is another postulate of the youthful nature which it cannot be unwise to seize upon and turn to account, and it points to Zoology.

Next to these two forms of life, as seen in the growth of plants and animals, the predilections of children are not so spontaneous and uniform. But the thread of observation will still guide us to one more selection. 'When tired, for the time, of its plants and flowers, and of its living pets, the average child will turn to its toys—examine their parts and structure, ask how they are made, their uses and materials, meantime testing their strength and endurance in numerous unthought-of ways—taking them to pieces, or breaking them in pieces, to see what is inside, and to try their powers of reconstruction. The little experimenter goes on from one mechanical device to another, until his strength and skill are exhausted and baffled, or rewarded with success. Long before he has even heard the names of the Six Machines of science, he is familiar with the practical operation of nearly all of them, and ready for further instruction. The blandishments of music, the wonder-working powers of light and heat, and the red bolts leaping from the dark bosom of the storm-cloud, have all been observed, with awe or delight, while yet the words *acoustics*, *optics*, *caloric* and *electricity*, were to him without sense or meaning. The branch of Physics that shall satisfy him with its grand revelations upon all these subjects, is Natural Philosophy.

I have thus indicated, very briefly, the line of thought by which I have been led to select Botany, Zoology and Natural Philosophy, as the natural sciences, an elementary knowledge of which, in addition to Physiology and Hygiene, must be possessed by teachers under the new law.

Teachers must be qualified to teach the "*elements*" of these sciences. This minimum of knowledge is essential; if the teacher have more than a rudimentary acquaintance with each of these subjects, so much the better, but with at least the *elements*, he *must* be familiar, in order to receive a certificate of qualifications to teach a common school.

What, then, are the "*elements*" of a science, and how is the definition to be practically applied to each of the designated branches? No exact or precise definition of the term can be given; it is impossible from

the very nature of the case. But the word may be so explained as to render the meaning of the law sufficiently clear, and to show teachers what they must do, and examiners what they must require.

The "elements" of a science are its fundamental principles; its rudiments; its primary rules, laws and facts; the simplest and most essential things involved in a knowledge of it.

All know the import of the term when applied to arithmetic, orthography, grammar, reading, etc. If the law required ability to teach the "elements" of these branches, none would be at a loss as to the meaning. All know what constitute the fundamental or rudimentary principles of arithmetic, grammar, etc. The term is to be understood and applied in precisely the same way or sense, in regard to the natural sciences, and if our teachers were as familiar with them, as with the branches heretofore required, nothing more would need to be said. As it is, the foregoing definition will be very briefly applied to each of the designated sciences.

The elements of Physiology comprise:

1. The Mechanical System—Consisting of the Bones, Joints and Muscles.
2. The Nervous System—Including the Brain, Spinal Marrow, Nerves and Organs of Sense.
3. The Repairing System—Embracing Digestion, Circulation, Respiration, Absorption and Secretion.

The elements of Hygiene, or Laws of Health, comprise, 1, Air and Health; 2, Water and Health; 3, Food and Health; 4, Clothing and Health; 5, Exercise and Health; 6, Mental Hygiene, or the Relations of Mind and Body.

*Botany*.—The elements of this science are all comprised in the structure, characteristics and functions of Root, Stem and Leaf; Flower, Fruit and Seed. To a general knowledge of these six fundamental and all-comprehending branches of the subject, should be added the principles of Classification and Nomenclature, the Methods of Study and some practical acquaintance with the Flora of the State, or at least of the county in which the teacher resides or teaches.

*Zoology*.—An elementary knowledge of Zoology, or Natural History, must embrace the chief distinguishing characteristics of the four grand divisions of the animal kingdom, Vertebrates, Articulates, Mollusks and Radiates; also, a general knowledge of the five classes of Vertebrates—Mammals, Birds, Reptiles, Batrachians and Fishes, with the principal Orders of each. Of Articulates, special attention must be given to the class of Insects, and its chief sub-divisions.

*Natural Philosophy*.—In this science, the applicant for licensure must have a clear understanding of the general and specific Properties of

Matter, and of the elementary principles of Attraction, Pressure, Motion, the Mechanical Powers, Sound, Light, Heat and Electricity.

*Sources of Information.*—Ever since the passage of the new law, I have devoted all the time that could be spared from other duties, to the examination of works on natural science, so as to be able to refer examiners and teachers to such as seemed adapted to their purpose, and to the ends sought to be accomplished by the Legislature in these new provisions. I have reviewed the books with which I already had some acquaintance, and examined as thoroughly as time would allow, a large number of others. The conclusion to which I have come is, that while there is no lack of admirable works in each of these sciences, but very few of them are specially adapted to the peculiar exigencies of our case. Most of them are too large, entering too much into details, and covering too much ground for our pressing needs—excellent as treatises, and works of reference, (many of them), but not mapping out, clearly and concisely, those *elementary principles* which the 20,000 teachers of the State are suddenly called upon to grapple with and master.

I am convinced that, with very few exceptions, the books we now need, on these subjects, are yet to be written. It is not too much to say that such an outline of the “elements” of each of these sciences, as the teachers of the State are required to master, may be given in the space of from forty to fifty printed pages; and I am quite confident that the great majority of teachers would obtain a better and clearer view of the *rudimentary principles* of each science, and be better prepared for future advancement therein by the help of such little manuals, than from the study of more elaborate works, and that too, in a small fraction of the time. Such brief outlines, to be of value, must indeed be drawn by a *master hand*—by one in whose mind the whole subject lies so clear, complete and symmetrical, that he can grasp and arrange the initial points and essential principles in a manner best suited to the comprehension of beginners, without belittling the science or offending the intelligence of the learner. As the whole wealth of leaf, flower, fruit and seed is wrapped in the little bud, and unfolded in perfection and beauty by the gentle touch of the sunbeam, so are the treasures of a science enfolded in the bosom of a few broad elementary principles, which need but the touch of a masterly hand to reveal themselves to the intelligence and joy of the waiting student. I am sure we have such men of science, and cannot believe that we shall have long to wait. But in the meantime we must do the best we can with the resources at command.

The diligent study of *any one* of the works named under the heading of each of the designated sciences, or, of others of similar scope and merit, will enable teachers of average ability and fair attainments in the other branches required by law, to fit themselves for examination in each



of said sciences, in season for the opening of the public schools next autumn. County superintendents are advised to organize institutes, or classes, for special instruction in the rudiments of the sciences named, as soon and as extensively as practicable, and all teachers are urged to avail themselves of the opportunities so afforded, or, where teachers are unable to attend such institutes or classes if held, the teachers are advised to form *themselves* into classes for the study of the natural sciences, under one of their own number as instructor, or under the direction of any competent person whose services can be procured. In these and other ways, by determined and persistent efforts, rapid progress can be made, and the study will be found delightful and attractive. I look to all concerned for prompt and hearty co-operation in the effort to carry out these provisions of the new school law. The Legislature has done its part in advance of any other State in the Union, and it only remains for County Superintendents and teachers to perform theirs.

The other communication referred to, issued Sept. 12, 1872, is as follows :

#### INSTRUCTION IN THE NATURAL SCIENCES.

The time has come when the experiment of introducing the study of Natural Science into the common schools of the State must be entered upon. It is assumed that school directors and teachers are acquainted with the requirements of the new law in this respect, and that they intend, in good faith, to endeavor to comply with those requirements to the best of their ability.

How shall the Natural Sciences be taught? in what way can the spirit and intent of the law be most successfully carried out? These are questions of the greatest practical importance, and should be carefully considered at the very outset of this new movement in our scheme of public education. A radical mistake here would go far to neutralize or defeat the ends and purposes contemplated by the Legislature in adding Natural Science to the existing course of study in common schools.

In seeking right answers to the foregoing inquiries, it is therefore necessary first to consider what were the chief ends contemplated, the main results hoped for, by these changes in the school law? If I correctly interpret these new provisions of the statute, and rightly understand the sentiments of those members of the Legislature who were chiefly interested in securing their enactment, the great end sought was to lift the schools of the State out of the grooves of a bookish routine; to redeem them from barrenness and leanness; to pour into them, and through them, the fresh breezes of life and nature; to enrich and fertilize them by the infusion of new ideas, derived from the study of the protean forms and marvelous phenomena of the material world; to vi-

talize and strengthen them by exercises requiring more intelligent observation and less mere memory; to turn them more from words to things, from books to nature, from the unintelligent iteration of dead forms and phrases, to a wide-awake observation and keen-sighted scrutiny of the multitudinous objects of living interest, grace and beauty with which the outer world is filled. In this way it was hoped that the schools would be quickened and vivified, the boundaries of useful knowledge enlarged, and the youth of the State be familiarized with the elements, at least, of those sciences which are in themselves so ennobling, and which are so closely related to the great industries of this commonwealth.

If such was the leading object of the Legislature in prescribing the study of Natural Science in the common schools, the question recurs: How can that object be most effectually attained? In other words, what is the best method of teaching the elements of Natural Science in the public schools? And here another preliminary inquiry arises: Was it the intention of the Legislature to make the study of those elements general, in all the grades and stages of common school instruction, from the lowest to the highest, or to limit it to the most advanced classes and to high schools? This inquiry is important, because the question of methods is largely involved in it. It is obvious that a plan of instruction that might be advisable, or even the best, for the most advanced pupils, might be very inappropriate for under classes and beginners. No doubt is entertained that it was the intention to put the elements of the Natural Sciences into all the public schools of the State, of every kind and grade—to make the study of them as common, as universal, as the study of the seven elementary branches previously required. It was assumed, correctly I think, that any child of suitable age and of sufficient mental and physical health and strength to attend a public school, might as well be set to learning about plants and animals; about the things on the ground beneath its feet, in the air above and around its head, in the waters of familiar streams and brooks, and in forests, orchards, meadows and gardens; as about the inanimate letters of the alphabet, the dry processes of word-making and spelling, the mysteries of pronunciation, accent and emphasis, and the abstractions of the multiplication table. While the Legislature admitted the importance and necessity of instruction in those rudiments of learning, and retained all of them without abridgment, it seemed to assume that the elements of Natural Science might be superadded, not only without detriment to the former course of study, but with positive advantage thereto, and the assumption is believed to be well-founded. I do not doubt that not only as much, but more and better progress will be made in the old seven branches, in connection with the four new ones, if properly taught, than has heretofore been achieved without them, so that

the gain will be more than equal to the whole amount of the knowledge of Natural Science acquired. This will result, it is believed, from the awakening and inspiring influence of the new studies upon both teachers and pupils.

In the light of what has been said it must be very obvious to all, that the benefits of these new studies will be best secured by the method of *oral lessons*, instead of recitations from text-books. Indeed, if the teaching of the Natural Sciences is to fall into the old ways, merely so many lines or pages of a book to be memorized and recited daily, the law might as well be repealed, for it will only enhance the very evils which have so long benumbed and stupefied the schools.

Then, teachers, with these new and living themes, let there be also new and living methods. Leaving and forgetting the beaten paths of book-answers to book-questions on bookish abstractions, enter the new path that leads out amid the manifold works of God, and there gather treasures of knowledge *at first hands*. If the subject of the lesson is a particular flower, do not have the pupil read or recite what somebody else has said *about* that flower, but make the flower itself your text-book—it was written by the finger of God himself, and is without blemish or mistake—its lines are more perfect than were ever drawn by human hands; its colors have a richer and warmer flush than brush of artist can impart. Take the beautiful thing in your hand, inspect its wonderful structure, note its component parts, point out the rare delicacy and grace of its form and finish, tell its attributes and qualities, show wherein it is like and wherein it is different from other flowers of its class. Do all this in the presence of your pupils, before their eyes—do it with the gentle enthusiasm and loving inspiration that ever touch the heart and pervade the soul of him who with honest purpose puts himself in communion with Nature—do this, and dull indeed must the little ones be, if they do not respond with joyful interest to such instruction.

Pursue the same course with each of the other Sciences, so far as practicable; teach orally; discard text-books almost wholly in all the earlier stages of the pupil's course. Above all, *don't attempt too much at a time*. This is the danger to be specially avoided. Teach systematically and methodically, but go little by little, step by step. Lay out the work beforehand for each week or month, and be sure to complete what is thus prescribed, but don't lay out too much. Let each lesson be short, very short, but give it with all the spirit and force you possess. Illustrate with natural objects in all possible cases. Test the pupil's knowledge by frequent reviews, not by asking them to repeat what you have *said*, but by requiring them to exhibit and illustrate, objectively, what they have *learned*. Keep them close to visible, tangible, appreciable material things, all the time. Make it impossible for them to advance a

step without using their own senses and powers of observation. Cause it to be understood that mere words are of no value in themselves, any more than the figures or letters on a bank note, or on the face of a watch, or on the scale of a thermometer; that it is, in each case, what is *represented* or *signified* by the word or letter, that constitutes its value; that as a parrot or an automaton may be made to utter words of grandest import, and be but a senseless parrot or automaton still, so a child may memorize and give trippingly on the tongue, the whole nomenclature of a science, and yet be utterly ignorant of its simplest facts and principles; and that, on the other hand, the little boy or girl who works up to the exact meaning and import of a few words and terms, through the study and comprehension of the things, ideas, or relations of which those words and terms are but the symbols, is in the straight path to true knowledge and learning.

One good effect of this rational method of elementary training is in the encouragement it gives to those pupils who are deficient in mere verbal memory, and who are therefore accounted dull, and in the check it administers to the conceit of those who are able simply to memorize with facility. Standing at the bar of Nature, the children, in this respect, are all equals. Her richest treasures are for those of closest inspection, keenest insight and most patient and intelligent study, not for those who are merely the quickest to memorize words. Every observant teacher knows how disproportioned is the nominal standing of many a pupil to his actual industry and vigor of intellect, owing to the possession of this power of rapid and easy memorizing, and all such will appreciate the value of a truer and juster test of scholarship and rank.

Let it be kept in mind that I am commending what seems to me the best way to instruct *beginners* in the rudiments of Natural Science. I do not say that some teachers may not be able to make judicious use of a text-book, even at the outset, or as soon as pupils are able to read fluently. Much less would I approve the one-sided and extravagant notion, now becoming so prevalent, that text-books should be entirely discarded in public schools, and all the instruction be oral. A *good and suitable* text-book, in the hands of a teacher who knows how to use it, and how to direct its use by pupils, is always a help—one never to be undervalued. And for *advanced* classes in the Natural Sciences, text-books are almost indispensable, even with the best teachers. But it cannot be denied that too close and servile an adherence to what is put down in the book, no more and no less; mere text-book teaching, if teaching it can be called, is a prevalent and enormous evil in our common schools. It both begets and fosters indolence and dullness in the teacher, and eliminates all life and interest from the recitation, reducing the work of the pupil to a mere exercise of memory. The effects of this practice in primary classes are particular deplorable, repressing the

child's inquisitive nature at the very outset; giving its faculties of observation and perception nothing to do, at the period of their greatest activity and alertness, and when the exercise of them is most attractive and beneficial.

To break up this lamentable practice, and to bring a new life, a healthful and inspiring element into our primary schools, if possible, I make this plea for oral instruction in the Natural Sciences. If earnestly and wisely pursued, it will not only awaken and animate the little school children, redeeming the weary hours from dullness and apathy, but it will quicken and vitalize the teachers as well, infusing fresh power and vigor into all their work. Force is also added to this plea from the fact, elsewhere averted to, that there is, as yet, a conspicuous lack of textbooks adapted to these elementary stages of the work to be done, except perhaps in Botany.

Assuming, then, that the first teaching in these branches should be mainly oral, a few words are added by way of more particular suggestion to teachers.

All technical terms of description, definition or classification should be led up to by questionings on objects presented to the sight and touch of the pupil, when practicable, and called to his recognition when they cannot be presented. In selecting objects from which to deduce description and class, one exhibiting the distinguishing characteristics of its class most prominently should be selected. In Zoology the horse or cow, for instance, should be selected as the type of the vertebrates, rather than the frog or snake. The inflorescence of the Poke weed or Currant bush will better exhibit the *raceme* variety than a specimen whose pedicels are so short as to make it difficult for any but a skilled botanist to determine whether he has in hand a *raceme* or a *spike*.

Some knowledge of specific objects may be gained by simple perception, as that an animal has a back bone, suckles its young and lives on herbs. But unclassified knowledge is of but little value. In the study of objects, the mind should be constantly led to perceive and note resemblances and differences; resemblances, in order to classification, that those things which belong together on a given basis may be associated together in the mind on that basis; differences, that those characteristics which separate objects should have the effect of separating them in the mind. To illustrate, the horse and the lion have the common characteristic of a back bone, hence are both vertebrates; they have likewise the common characteristic of bringing forth living young and nourishing them with milk, hence are both mammals; but the *diet* of the horse is one of *herbs*, that of the lion one of *flesh*, hence the first is herbivorous and the second carnivorous. The oral lesson therefore should ever have in view not only the development in the child of the power of simple perception, but the perception of differences and resemblances, through

which the judgment is educated and the specific disciplinary value of the new branches gained.

To conduct an oral lesson with profit, the teacher should settle beforehand *exactly* what points he wishes to bring out, and thoroughly prepare himself to do it. He should give the pupil nothing of description or definition which he can draw from him, and should be careful to see that all statements of pupils in their replies to questions, be grammatically correct, clear and exact.

The following pattern lesson may furnish, in a general way, an indication of the METHOD to be pursued in the district school, but it must not be forgotten that such lessons can never be *more* than an indication. The teacher may go in the direction they point, but he must not go in the same track. In other words, he must give to every lesson he presents, the shape of his own original conception. He may and should and must receive suggestions from all possible sources, but they can be to him only seeds, and will germinate in his own mind and in the minds of his pupils only as he fertilizes them with his own intellectual life.

This lesson was kindly furnished me by an experienced and successful instructor in Natural Science, and was selected from those actually given by him to his classes:

#### LESSON IN BOTANY.

*Subject:* Arrangement of leaves on the stem.

The work of the teacher may be said to consist of two parts:

- I. Preparation.
- II. Presentation.

#### I. *Preparation.* (Teacher's notes.)

##### 1. As to what shall be learned.

##### 1. Opposite arrangement. (Spell opposite.)

- (a.) The idea of opposite.
- (b.) The definition of "opposite arrangement:"  
Two leaves growing from the same node on the opposite side of the stem.
- (c.) Example.

##### 2. Alternate arrangement. (Spell and pronounce.)

- (a.) The idea of alternate.
- (b.) The definition of "alternate arrangement:" Where but one leaf starts from each node on the stem.
- (c.) Example.

##### 3. Whorled arrangement. (Spell and pronounce.)

- (a.) Idea. (As above.)
- (b.) Definition. (As above.)
- (c.) Example.

## 2. As to the method of presenting.

1. Secure a stem exhibiting each variety of arrangement, (maple, oak, bedstraw.)
2. Present one at a time, and endeavor to obtain the description of the arrangement from the pupil by leading up to the use of the descriptive word. (*opposite, alternate, whorled.*)
3. *Fix* each arrangement by calling out a full definition and writing it on the board.

## II. Presentation.

The teacher must be both animated and self-controlled. No leading of a child's answer should escape him, but he must not seize upon it nervously and question at random. Such a lesson as the one in hand may perhaps be made to run somewhat as follows:

*Teacher.*—(Holding up a maple stem)—What is this?

*Pupil.*—(Raising hands before being permitted to answer.) A stem.

*T.*—A bare stem?

*P.*—No, sir. A stem with leaves.

*T.*—Taking hold of one of the leaves and pointing to the other.) On what side of the stem is the leaf I point at, from the one I hold?

*P.*—On the *other* side.

*T.*—Is it farther up?

*P.*—No, sir.

*T.*—Farther down?

*P.*—No, sir.

*T.*—If it is on the other side of the stem, neither farther up nor farther down, what would you say of it?

*P.*—(With great effort at exactness.) *Right* over on the other side.

*Another Pupil.*—(Great struggle to have it just the thing.) *Straight* over on the other side.

*T.*—Let me help you. I place this boy on one side of the room, and I place this one on the other side directly in front of him. Now I will write it on the board. "I have placed these boys on —— sides of the room." What word shall I put in the blank space? *Other?*

*P.*—No, sir. *Opposite.*

*T.*—That is it. This leaf then is ——

*P.*—*Opposite* ——

*T.*—To that one.

*T.*—Then the arrangement of these leaves is ——

*P.*—*Opposite.*

*T.*—Repeat, "The" ——

*P.*—*The arrangement of these leaves is OPPOSITE.* (Write on the black-board.)

The *idea* of opposite has now been brought out, and we proceed with the *definition*.

T.—What is this place on the stem called, from which the leaf starts ?

P.—It is called a Node.

T.—Notice ! How many leaves come from one node ?

P.—Two.

T.—And on ———

P.—*Opposite sides of the stem.*

T.—The opposite arrangement, then, is where how many leaves——

P.—*Two.*

T.—Grow from the same——

P.—*Node*——

T.—On——

P.—*Opposite sides of the stem.*

T.—Repeat. "The opposite"——

P.—*The opposite arrangement is where two leaves grow from the same node on opposite sides of the stem.* (Write on the black-board.) We now call attention to the example.

T.—What is the name of the tree on which this branch grew ?

P.—*Maple.*

T.—Then the arrangement of the leaves of the——

P.—*Maple*——

T.—Is opposite.

T.—Again. The arrangement of the leaves of the——

P.—*Maple is opposite.*

T.—Repeat the whole sentence.

P.—*The arrangement of the leaves of the Maple is opposite.* (Write on the blackboard.)

It will be seen that it is assumed in this lesson that the pupil knows the meaning of the terms *Stem* and *Node*.

In some similar way let the Alternate and Whorled arrangements be brought out. It would probably be necessary to give the word "Whorled" to the pupil.

Emphasis is again laid on the absolute necessity for the exercise of original thought on the part of the teacher. Such an outline as is given here can no more represent the real lesson than a picture can represent the running of the horse or the flashing of the lightning. The picture of a horse may suggest running because the position may be that which a horse will have in some part of his leap, but the actual running, no pencil can exhibit. The quick, intelligent gesture, the mobile face, the brightening eye, the electric soul must help to distinguish these lessons from the common lessons of the school-room.

It may not be generally known that the elements of Natural Science have been taught in the public schools of St. Louis, Mo., for a year or more,



and with very satisfactory results. The method of instruction there, is by oral lessons exclusively, in accordance with a scheme prepared by Supt. W. T. Harris, entitled: "Syllabus of Lessons in Natural Science," which was approved and adopted by the Board of Education, and published November 15, 1871, in pamphlet form, for the information and guidance of teachers in the public schools of that city. That pamphlet, or circular, contains an outline of lessons in Botany, Physiology, Zoology and Natural Philosophy, with remarks of much value on the method of teaching the same, and is heartily commended to the teachers of this State. It is rich in helpful suggestions.

The oral method will impose additional labor upon the teacher. No greater mistake could be made than to suppose it an easy thing to prepare and present an oral lesson in Natural Science; that is, if it is done as it ought to be, and as it must be to be of any worth. The loose, immethodical, aimless and desultory school-room twaddle that too frequently passes for oral instruction, cannot be too strongly condemned. It is the refuge of indolence, ignorance and presumption, and has done much to bring the whole system of object-teaching into contempt. The most abject servility to text-book routine is better than such vapid incoherent swash, for even the poorest books are constructed with some regard to order and method.

I repeat, then, that if teachers hope to succeed in oral instruction, they must mark out for themselves a clear and definite plan, in accordance with which each Science, and every part of each Science, shall be worked up and presented; and they must understand that nothing whatever can take the place of hard study and unflinching determination on their own part. Anything short of this will inevitably result in confusion, discouragement and failure. But if the course to be traversed in a given week, month or term, is first determined; if this course is then subdivided into a definite number of daily steps or stages, and each of these steps or lessons is made the subject of *careful study* and *preparation*, so that it lies clear, exact and luminous in the mind of the teacher as he stands before his class—the way of that teacher will grow brighter and more pleasant, day by day, to the end. His own powers will be constantly invigorated and refreshed, and his interest daily enhanced, while the pupils will be captivated by the newness, variety and beauty of the topics presented. The caution is again reiterated, not to attempt too much at once, and never to present a topic till you fully and clearly understand it—till you can handle it and illustrate it with ease and confidence, without a text-book. The teacher, as already remarked, must seek help from text-books, works of reference, and every other available source, but the subject of each lesson must be so entirely mastered and digested beforehand, that there shall be no need of any book during the exercise.

With these few hints and suggestions, the subject is earnestly commended to the teachers of the State.

The foregoing communications sufficiently indicate my views of the purpose of the law, and the best means of carrying it into effect; and I have the satisfaction to report that those views have the general approval of superintendents and teachers, who are endeavoring, with commendable zeal and encouraging success, to put in practice the suggestions made.

#### TIME FOR THE NEW BRANCHES—HOW SECURED.

But, it will be asked, how is *time* to be found, for teaching the elements of natural science, either in the manner proposed, or in any other manner, in addition to the other common school branches? A brief reply to this very important and practical question, will conclude what I have now to suggest in respect to the means of increasing the efficiency of common schools.

In the first place, the new studies are not all to be pursued at the same time, of course; but one at a time, so that, practically, but one additional branch is to be provided for, in any given term of school. While the schools are free (and wisely so) to all persons between the ages of six and twenty-one years, making the nominal period of pupilage fifteen years, yet the actual average period does not exceed nine years, or from the age of six, to fifteen—seven, to sixteen, etc., according to the varying ages at which children are first sent to the public schools. Reference was had to this estimated average duration of pupilage, when the subject of adding natural science to the common school course, was under advisement in the legislature; and the amendment was adopted with that assumed average in view. The time is not strictly exact, nor under the present system of voluntary attendance, is it possible to know the precise limits; but the period assumed is approximately correct, and may properly be taken as the basis of the present inquiry. Reference was also had, chiefly, though by no means exclusively, to ungraded district schools, rather than to the thoroughly classified and graded school systems of cities and villages.

The average annual duration of common district schools, is six months. The reports show that for the last fifteen years, the average school time has not fallen below six months, in any year, but has generally been a fraction more; and there is not likely to be any sensible reduction in the future. True, the legal minimum has been changed from six months, to five months; but then, on the other hand, directors are empowered to extend the time to nine months if they choose; so that little or no diminution of the established state average of six months school in every district, is to be anticipated.

We have, therefore, for the adjustment and working out of our common school course of studies, an area, so to speak, of nine years, of six months each—or four-and-a-half years of actual school time. Each six months being divided into two terms, or “quarters,” we have eighteen terms, of three school months each, in which to accomplish the work in hand. Is that sufficient? It is believed that it is—amply so; keeping in mind, of course, that, so far as the natural sciences are concerned, the merest rudiments are contemplated. I think this can be clearly shown:

#### HOW IT MAY BE DONE.

The added branches are four in number—botany, physiology and hygiene, zoology and natural philosophy. In respect to the frequency of lessons, either of two methods may be adopted—there may be one or two exercises per week, each of from forty-five to sixty minutes' duration: or one brief exercise daily. In the public schools of the city of St. Louis, as previously stated, there is one exercise per week, in natural science, of just one hour's duration, and the results are considered highly satisfactory. I am disposed, however, to favor the other plan, of one short exercise daily. Several reasons might be given for this preference, in working under our law, but I will not stop now to enumerate them. Again: In respect to the prosecution of the study of each science, there are also two plans from which to choose: having selected the science to be first taken up, the study of that science may be prosecuted continuously, till it is finished, and then the next one, and so on, through the list; or a particular science may be studied during one term, another one the next term, still another the next, and so on, till each has been studied one term; after which, the science first studied is taken up again for a second term; and then the next one for a second term, and in like manner each of the others. To borrow a figure, the former route is rectilinear and continuous; the latter, spiral and intermittent. The reasons in favor of the latter plan, are obvious and, I think, conclusive.

#### AN ILLUSTRATION.

Suppose, now, a child enters a district school in which the new branches are taught in the manner recommended—that is, a different science in each consecutive term, and one short lesson daily; and suppose the teacher adopts as the order of sequence, first, botany; second, physiology and hygiene; third, zoology; and fourth, natural philosophy. If the child attend the whole eighteen terms, continuously, his course in the natural sciences would be as follows: Beginning with botany, in the first term, he would come round to it again in the fifth term, again in the ninth term, again in the thirteenth term, and yet again in the seventeenth term—making, in all, five terms in botany.

In physiology and laws of health, he would commence in the second term, resume in the sixth term, again in the tenth, the fourteenth, and the eighteenth—making five terms in that science. Zoology would occupy the third, seventh, eleventh and fifteenth terms—four in all; and natural philosophy, the fourth, eighth, twelfth and sixteenth terms, also four in all. Or, looking at it in another way, he would devote one term each to botany and physiology, in the first, third, fifth, seventh and ninth years of his common school pupilage; and one term each, to zoology and natural philosophy, in the second, fourth, sixth and eighth years of his course—thus returning to the study of the same science, again and again, as he increases in years and knowledge, and becomes more and more able to appreciate its value and to comprehend its principles.

Estimating a "term" of school, as the word is used in this inquiry, at three months, of twenty school days each, or sixty days in all, and counting one lesson each day, as proposed, we have the following results: In botany and physiology, each, the pupil would receive instruction five terms, of sixty school days each, making three hundred days, and the same number of lessons, in each of those branches. In zoology and natural philosophy, each, the period of his tuition would be four terms, of sixty school days each, making a total of two hundred and forty lessons, in each of those sciences.

#### A TEST PROPOSED.

Now, let any one take the science of botany, remembering, it is repeated, that we are concerned with the *rudiments* only, and subdivide those rudiments into three hundred parts, topics, steps or stages, and see what the length of each of those steps will be—see what will be included in each lesson. He will find that, even with the most liberal construction of the term "elements," the one-three-hundredth part of them will scarcely furnish material for a ten-minutes' exercise, at the hands of a teacher in any degree competent; and that with lessons of twenty minutes' duration, each, which is about what they should be, the rudiments would all be completely mastered long before the three hundred lessons had been given. The same may be said of physiology and hygiene, and of zoology and natural philosophy; neither of the latter would require the two hundred and forty lessons which the proposed programme allows for each of them. A glance at any strictly elementary treatise upon any one of the four sciences named, will conclusively demonstrate the correctness of these views and statements.

#### RESULTS CONTEMPLATED.

And now our pupil, his course in the public schools finished, goes forth to the work of life—to the farm, the shop, or wheresoever his

father may place him, or his inclination lead. And what a different boy he is, for having pursued those studies—how unlike him who graduates only in the seven branches of the old regime—with what different eyes he looks upon the world of nature around him, teeming with objects of interest and beauty, animate and inanimate—how enlarged his mental vision, how enhanced his resources of intellectual enjoyment and pleasurable thought—with what accessions of manly strength and power he takes his place in the toiling ranks. Trees and plants and flowers, with their exquisite affluence of form and structure and color, are no longer passed unheeded, as strangers, but lovingly greeted, as acquaintances and friends. Birds and beasts, instinct with life and grace, or wonderful in their docility and strength, are not the same creatures that they once seemed to his untutored mind. The forces of nature, visible and invisible; the energies of electricity, light and heat—the tremendous dynamics of fire, frost and steam, and the infinite reduplication of man's puny powers by the aid of machinery and mechanical devices, are among the armed giants of whose perpetual presence he has grown aware—among the added subjects of his intelligent contemplation. And the subtle but sweet inspirations of nature, which all who are in intelligent sympathy with her feel, but none can describe—the wondrous pathos of her silent voices, trembling in the air of the dawning or the dying day, rising from the tranquil landscape, or flooding softly down from the misty mountains—all these have a music and a meaning to his soul, unknown and impossible before, and mightily helping onward and lifting upward toward the plane of a simpler, purer and holier life. "For, the invisible things of him from the creation of the world are clearly seen, being understood by the *things that are made*, even his eternal power and Godhead."

If the new studies, properly taught, can thus add to the knowledge, resources, enjoyments and true manhood of one pupil, they can do the same for the uncounted thousands of pupils who throng the common schools. And, as has already been affirmed, and will hereafter be shown, these acquisitions will not necessitate or work a corresponding reduction in the amount of knowledge of the old branches acquired, but will be superadded thereto. That the natural sciences, properly taught, *will* thus enlarge and enrich the public schools; or, which is tantamount, that a competent knowledge of the elements of those sciences *can* be acquired in those schools, in the manner suggested, does not admit of doubt. And who shall attempt to prefigure the near future of that commonwealth whose youth are thus educated—whose schools send forth, from year to year, myriads of scholars thus instructed and furnished?

The course of study in the sciences, that has been sketched, assumes the attendance of pupils for the full average time of the common school course, and hence those only who do thus attend can *fully* achieve all

that has been marked out. It is impossible to compress the work of years, into months. After all has been done that can be done to lop off what is superfluous, methodize the work, improve the teaching, and shorten up the lines, there comes a point at last beyond which neither compression nor improvement will avail—where it becomes simply a question of *time*. Pupils who cannot pursue the study for this minimum period, must forego the benefits of a full course—it is their misfortune, for which, in the nature of things, there is no remedy. But partial courses may be arranged for this large class of pupils, in the sciences, as in the common branches.

#### REVISION AND RECONSTRUCTION.

It is remarked, in the second place, and with emphasis, that time for the study of the elements of natural science may be secured by a thorough revision of the old seven-branch course of common school studies:

As previously observed, it is not easy to perceive upon what grounds, either of natural order or of practical utility, some of those elements of knowledge were originally selected. It may be that there was no proper *selection* at all, upon any intelligent grounds, but that chance or caprice first suggested that notable list of common school studies. Or possibly they happened to be the particular and only branches of learning known to the author or authors of that ancient statute, and as something must go in, they went in, of course. Many a better law has had a less worthy origin. That identical list of studies was the alpha and omega in the log-school houses of the State, forty years ago; it was incorporated, unchanged, into the first free school law, and there it remained, till July 1, 1872. It must have required some courage on the part of the last legislature, to disturb a landmark so ancient and venerable. And yet that stereotyped curriculum is not so faulty, after all, in what it includes, as in what is omitted; for all of the branches named therein are useful, and most of them are essential and indispensable. Not more than one or two of them *can* be dispensed with, and not one of them *need* be, in order to make room for the new studies. How, then, the question recurs, is the necessary time to be gained for the elements of natural science? I answer, by eliminating or discarding all useless or superfluous matter from the text-books, and thereby saving wasted time. This, with improved methods of teaching, will effectually solve the problem.

#### TIME WASTED.

From eight to ten years are devoted to spelling and reading, in school. That is, the pupil is expected and required to prepare and recite one or more daily lessons in each of those things, during nearly or quite the whole period of his common school pupilage. About one-tenth of the

extreme allotted span of human life, to learn to read, pronounce and spell a few hundred words of the English tongue, in which he was born ! Does it not seem absurd ? The treasure is indeed precious—every child must possess it, cost what it may. But is it necessary to pay such a price ? No, not the half of it. It is confidently affirmed that, with proper instruction, every child of good health and fair natural abilities, can and should, in four years or less, of six school months each, beginning in utter ignorance of the alphabet, acquire such a practical knowledge of reading and spelling in his native English, that he may thereafter lay aside and dispense with both of those studies, so far as formal lesson-getting, and recitation therein, is concerned, and devote his time to other things. This opinion is expressed with deliberate confidence, as the result of experience and observation, both of which abundantly confirm the conclusions previously derived from a careful study of the nature and elements of the problem itself. Indeed, I could conscientiously put the case in still stronger terms.

#### A CORROBORATIVE FACT.

One of my own children, possessing only, in a fair degree, the qualifications and conditions mentioned, and beginning in ignorance of the alphabet, has reached the point indicated, in less than two years. And the little girl of a neighbor, who, one month ago, did not know the name or form of a single letter, is now, under the instruction of the same teacher, perfectly familiar with one hundred different words, and able to read, at sight, any and all little sentences and stories that consist of such words, or that can be made up from them—and to construct, therefrom, simple sentences and stories for herself. Her little store of words increases daily and rapidly, and in three months more she will, from present indications, be able, with little assistance, to read the words of Jesus, and any little books adapted to the childish capacity, and written in good simple English. I mention these instances because they are passing under my own observation and I am acquainted with all the facts, and because they fairly illustrate and demonstrate the position assumed ; for the children are of no more than average health and mental capacity, and have no special or unusual advantages whatever, except only, a *true method* and a *superior teacher*.

These two children have never known, and will never know, the weariness and dreariness, the headache and heartache, through which most little ones pass before they are able to read a word—before they can even step, sure-footed, down the meaningless column of the alphabet. Those two little girls know their *a b c's* perfectly—their names, shapes, sounds and combinations—yet they never studied them, as such, at all—never imagined that letters were of any use except to make words with, nor words, except to denote things with. And so,

accustomed from their first school hour to deal with objects and things, —tangible and visible, or readily comprehensible,—then with words, as words, with which to name and describe those things and objects; and lastly with letters, as merely the material out of which words were made—their school days are bright and happy, full of interest and attraction, almost without a cloud. So it should always be.

#### HOW IT WAS DONE.

It need scarcely be added, after what has been said, that the *word-method*, with a strictly *phonic* treatment of the *letters*, is the one pursued—under no other would such results, it is believed, be possible. It is the short, pleasant, blessed road to “reading without tears.” Its universal adoption would chase the clouds from school-room skies, and bring out the sun, like the answering glow on the troubled face of a child, on which falls the light of the mother’s smile. And it would release for other studies, at least one-half the time now needlessly spent in learning to spell and read. Let me not be misunderstood. I do not mean that pupils can become accomplished readers in so short a time—nor even excellent readers. But I do mean that they can become sufficiently proficient to enable them thereafter to go on, steadily advancing and improving in the art and principles of reading, without any more formal lessons and recitations; they can get such a start, that if other studies demand attention, and more time is needed for them, reading and spelling, as stated school exercises, can safely and properly be dispensed with.

#### A COMMON ERROR NOTED.

It is a mistake to suppose that improvement in reading is to be measured only by lessons in the text-books, and that progress must cease with the class exercises. Those are not the only, nor even the chief means of advancement, except at the outset. The main purpose of the text-books and class-drill is to put the pupil in possession of a few necessary tools and instruments, and of the way to use them—*practice* will do the rest. What are the two or three, or half-dozen, readers of the school-room series, to the illimitable range of books and literature that await the pupil when school days are over. Considered as reading matter, as books, information, literature, in respect to amount and extent, the sum total of the longest of all the absurdly long series of readers, is utterly meagre and contemptible. The imparting of information is only an incidental and secondary object of school-room reading; learning *how* to read, being the chief object. And as the child is expected to go on, reading books, periodicals and newspapers, all his life after he leaves school; so should his practice of reading be continued *in* school,



under the constant watchful notice of the teacher, after the formal study thereof has been discontinued. Every text-book in school, arithmetic, geography, history or grammar, as portions of each may be read by the pupil from day to day, should be utilized for his improvement in reading; that is, every sentence that he has occasion to read aloud in school, from whatsoever book or paper, he should be required to read *correctly*, and assisted in doing so, when necessary. Thus, practice in reading, which is all the child needs after having made the supposed proficiency, is kept up and carried along incidentally, in and through all the other exercises and text-books of the school, on to the end of the course—while, meantime, he is not *studying* reading, at all, but giving his whole time to other things.

#### THE CASE OF ARITHMETIC BRIEFLY EXAMINED.

Much precious time is also wasted upon arithmetic. It is believed that the average common school text-book in that science, contains double the amount of matter necessary or advisable, and hence that half of the time spent thereon, if not wasted, could be much more profitably devoted to other studies. The present is called a *practical* age, and we a practical people. It is the vogue to berate and decry the abstract sciences, and all higher learning and liberal culture, the ancient classics especially, because they are not practical, as is alleged—they belong to the realms of the speculative and theoretical, or to those of mere intellect and mental esthetics, it is said, not to the actual needs, uses and activities of every-day life. As to Latin, Greek, logic, metaphysics, and many other abstruse topics, the multitude of to-day say of them, as Falstaff of honor: “Can they set a leg? no: then I’ll none of them.” And yet this same multitude permit their children to spend years and years in trying to master the contents of school-books, a large portion of which has no more to do with the daily uses, needs and vocations of life, in their sense of those terms, than Sanscrit or the Calculus.

There lies before me a popular common school arithmetic, of about four hundred pages. It is *deservedly* popular, one of the best of which I have any knowledge—in some important particulars, the very best. It is in use in hundreds of our common district schools—probably in thousands. It was made for common schools, the title-page so declares. Turning the leaves of this book, I note, at random, among the topics discussed at considerable length, the following *useful and practical* matters: Least common multiple of complex fractions; duodecimals; repeating decimals; average of accounts; conjoined proportion; alligation, medial and alternate; square root, and cube root; arithmetical and geometrical progression; casting out the 9’s in multiplication and division; the metric system; commutation of radix, etc., etc.

Now, no fault is found with these topics, *per se*. Some of them are necessary to a knowledge of higher mathematical studies; others may be used once or twice in a lifetime, perhaps, to one business man in ten thousand; others are mere arithmetical curiosities; while of two or three it may be said, that their being put into a *practical* arithmetic at all, (or, other, indeed,) cannot be accounted for upon any rational principle.

But the marvel is, that such an extraordinary list of arithmetical fractions and wonders should pass, unchallenged, in this *practical*—that they should have and hold an honored place in thousands of common ungraded district schools, from which Latin or logic, and everything of that nature, would be peremptorily excluded, and properly, as suited to the needs of the masses, and useless. How many boys and girls, whose pupilage terminates with the common school course, ever make the smallest practical use of one of those formidable things—ever think of them, or think of them again, except with utter indifference, or with a trailing regret in view of the time so foolishly and irreparably wasted? How often did a farmer ever lose anything by not knowing how to find the common multiple of a string of complex fractions, or make anything by being possessed of that piece of information? What mechanic ever lost a job through ignorance of the intricate principle of circulating decimals? How often in a generation do tradesmen need to extract the square root? Is the time likely soon to come when a knowledge of alligation alternate will be essential to locomotive engineers; or the trick of finding out the 9's, to telegraph operators? Of what imaginable business use can it be, to know how to change a number from the decimal, to the ternary or quinary radix? How much more *practical*—in the sense of that word as employed by the multitude—are the text-book discussions on those themes, than treatises on the Horatian meters, or on the functions of the Greek genitive?

The list given, of topics which are of no actual, if imaginable, benefit to the common school pupil in ten thousand—viewed from the utilitarian standpoint—might be more than doubled. They abound in all the practical arithmetics of the country. They have come down to us, some of them, by a kind of inevitable literary descent, from a period I know how remote. And these are the very subjects that require the most mastery. Among those enumerated, there are several the mastery of any one of which demands more time and effort than all the fundamental principles and operations of arithmetic, put together; and, for any practical use, ninety-nine district school children out of every hundred, might as well be set to guessing conundrums. I knew a boy who spent his spare time he could command for an entire term—more than an hour each day—upon circulating decimals and alligation; and when he had mastered them, the poor child thought he knew something! and

so he did, but *what*? He completed the district school course, shouldered his implements of toil, and went bravely out to earn his bread by the sweat of his face. Of nature and her works, her protean changes, her laws and forces, her glories and harmonies, he was ignorant—the

" Primrose by the river's brim,  
A yellow primrose was to him,  
And, it was nothing more ; "

but then, he knew all about repeating decimals, and alligation medial and alternate!

It may be said that all such abstruse and difficult subjects may be "skipped," or reserved for final reviews, or for the chosen few who like them and want them, or be left wholly optional. Yes, they may be—but are they? Rarely indeed, so far as my observation permits me to speak. The text-book, the *whole* text-book, and nothing but the text-book, is the rule in ordinary district schools; and teacher and scholars tug away, straight ahead, through rough places and smooth, wet places and dry; through regions of freshest verdure and richest fruits, or deserts of sand and mountains of rubbish, to the end. A spirit of ambition and rivalry, to be the first to achieve the conquest of these formidable arithmetical giants, not seldom springs up in the school, and the idea of avoiding the contest is not to be thought of, whatever else must be sacrificed.

#### PROVINCE AND VALUE OF TEXT-BOOKS.

While it is true that the excellency of a school depends, not mainly, but wholly, upon the teacher; and that books are but the teacher's tools and instruments; it does not follow, as already suggested, that a superior teacher may be indifferent as to the quality of the books or tools he uses. An incompetent workman cannot build a good house, locomotive or piano, even with the best of tools; but an accomplished mechanic can build a *better* house, locomotive or piano, and in less time, with *good* tools, than with *poor* ones. An incompetent teacher will fail, though armed with the best books, methods and systems that were ever devised; but, to the degree that books and methods are elements and factors in the work of education, even an Arnold, an Emerson or a Taylor, will do better with good books and sound methods, than with inferior ones. Hence, the text-book question is a very important one, in whatever light it may be viewed. A good text-book both enhances the power of good teachers, and lessens the mischief of poor ones. But what is a good text-book? One that is well adapted to its intended uses. In what does such adaptation consist?

#### ANOTHER ILLUSTRATION.

Recurring to the analogy just employed, the tools of an engine builder, if good, will be adapted to the building of engines, not to the

ing of houses, nor the making of pianos; and the adaptation will be in the intrinsic excellence of each instrument, as such—the specialness of the several tools for the particular parts of the engine which they are to be used—and in their being in the set, the exact number of different tools required to build the engine, and no more. So of the house-carpenter, and the maker of pianos; in equipping and packing their tool chests, each will select those implements only, which being good of their kind, are adapted to, and in number sufficient for, the several parts of the thing to be made. Any tool of the one would have no business in the chest of the other—would be out of place, superfluous, useless, there. Because a steam engine is one thing, a piano a very different thing, and a piano utterly unlike either. Pack the sets of tools all in the chest of the piano-maker, and two-thirds of the implements will be, to him, superfluous, useless, a hindrance and incumbrance; or, if portions only of each set are placed in each chest, the case will be still worse—he will not only have a cumulative redundancy of useless implements, but an incomplete set of his own. He is a piano-maker, not a builder of houses, or of steam engines, and his tool-chest should be supplied with all those implements, and only, which pertain to his own craft, and are essential to his work. The other instruments are good—essential to his fellow workmen—but they are out of place in *his* chest.

Logics and illustrations are not arguments, but they sometimes shed much light upon the proposition to be demonstrated, that the argument may be very brief, if not dispensed with altogether—An illustration, like a locomotive headlight, may so illuminate the track, and so direct the eye, that the station can be discerned before the logical train reaches it. The sum of practical wisdom is said to consist in the fittest selection of means to ends. Why not apply this maxim to education and its interests, including the making and use of school books?

#### THE CONSTITUTION AND LAWS INTERROGATED.

In the case before us, what is the end to the attainment of which, and what means are to be employed? Says the organic law: “The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common education.” In obedience to that paramount requirement, the General Assembly has enacted that the branches taught in the common schools shall be: “Orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, the elements of the natural sciences, the history of the United States, physiology and laws of

These are the foundations, supreme and statutory, on which the school system rests—the landmarks, set up for our guidance. What do they teach, concerning this matter of *ends* and *means*? Let us briefly consult, and interrogate them. The constitution itself declares, explicitly, what the object or end of the school system shall be: “a *good common school education*, for all the children of the State.” What is to be understood as included in, and necessary to, such an education? The legislature replies, in the quoted list of studies—twelve in number. What is the proper meaning of the term “common,” as used in the constitution and laws? and why are those twelve branches of learning designated as being in supposed conformity with the intent and meaning of that term? We need not here resort to nice distinctions. The word “common” is employed in its ordinary sense—that which applies, belongs or pertains equally to the public, to the many, to all, or to all of a designated class—not special or exclusive—serving the use of all—general. Hence, common schools are schools for the public, for the people, for all of a certain age—not “common” in the sense of poor, or inferior, of their class, but in the sense that they are for the general service of the whole community, as distinguished from special, exclusive, private or select schools. And hence, also, a “common school education” is such an education as the people at large need and ought to have—instruction in such things as pertain to the general interests and welfare of communities, and of the commonwealth, viewed as a whole, as civil and political units. A “*good*” common school education, implies a wise and appropriate selection of studies, and sound and thorough instruction therein. The legislature, in prescribing the studies mentioned, assumed and believed them to be fitting and appropriate for the schools of the people—adapted to the wants and necessities of common life—calculated to promote the material interests, and some of the higher interests, of the youth of the State, and of the commonwealth—designed to aid, encourage and elevate the pupils individually, to promote their success and prosperity in business, and render them better and more intelligent citizens.

Again, the fundamental law declares that the system of free schools to be provided, shall be “thorough and efficient.” This means not only, nor chiefly, that the system, as a system, as a piece of legislative mechanism, shall be wisely devised and skillfully constructed and operated, but that the *work* done by it and through it, shall be well done—thoroughly and efficiently done—that the branches of learning shall not only be well and wisely *chosen*, but thoroughly and efficiently *taught*—that the instruction shall be of good quality, such as to ensure the sound and complete common school education of the youth of the State. That is “efficient,” which actually produces, or helps to produce *effects*—

which is active, efficacious, effectual. Efficient instruction in any department or branch of learning, is such instruction as produces, or results in, a competent knowledge and understanding of that branch of learning; such understanding being the object, and logical effect aimed at, in teaching. In this sense, therefore, the teaching in the common schools must be "efficient." The work of the schools is also required to be "thorough." That is a strong term. Strictly, it means going, passing or reaching *through*—hence, complete, entire, perfect. A subject is thoroughly taught, when it is entirely and completely taught—when it is presented in all of its essential conditions, surroundings and relations—when the light is made to penetrate it, through and through. The word is used in the constitution, to express in the strongest manner possible, the *kind* of schools and of instruction that the General Assembly must establish and provide.

Here, then, are twelve different branches of study, which the legislature declares shall be taught in the public schools of the State; and the constitution virtually declares that each one of them shall be "thoroughly and efficiently" taught; and we have considered the broad and comprehensive import of those terms. But how is it possible *so* to teach all of those branches, in the common district schools, during the brief average period of pupillage therein? It is not possible. The list contains several branches, *such* a mastery of any one of which would require the whole time. Consider what is implied in the complete and thorough knowledge of arithmetic, for instance; or of grammar, history, physiology. Of necessity there must be limitations. The requirements of the constitution and laws must be taken in a qualified sense; not as to the character of the teaching, but as to its extent—as to the ground to be occupied in the case of each study. The work undertaken, must be "thoroughly and efficiently" accomplished, or as nearly so as practicable—the standard in that respect must not be lowered at all—but too much must not be undertaken; that is the practical point.

#### THE CASE OF UNGRADED SCHOOLS.

There are, substantially, three kinds or classes of public schools: ungraded district schools, graded schools, and high schools. Each of these has a sphere of its own, a different end in view, different results to be achieved, different material to work upon, different limits of time in which to lay out and prosecute its work; and each therefore requires a different course of studies, programme of recitations, and text-books. This difference relates partly to the branches embraced in the course, and partly to the extent to which the study of each branch shall be prosecuted. The necessity of a practical recognition of these facts and distinctions is apparent. Of graded and high schools, both of which are indispensable parts of every good free school system—its crowning

excellence, indeed—something will be said at another time; I desire now to speak more particularly of the first-mentioned class—ungraded district schools. More than half of the youthful population of the State attend these schools, and no others. In these humble places of learning, sit a majority of the children of the people; here, if at all, the State must reach them, and do them good. From these plain, often rude and uncomfortable school-houses, uncounted thousands go out every year, to mingle with their fellows in the pursuits of life, and to make their way as best they can. They are deprived of many advantages enjoyed the scholars in cities and towns. Rarely are they visited by men competent to utter golden counsel, wise admonition, or words of loving encouragement. Their names seldom appear, or that of their school, in the journals of the day, their sequestered nooks being too remote from the route of reporters, and their work too humble to attract the public eye. And so, for the most part, they go on their way, alone. With grand exceptions, here and there, the best teachers seek the cities and villages. The best school-books are written for the meridian of cities and towns, specially designed and adapted to their more elaborate and extended course of study, and, to that degree, unsuited to the ungraded country schools. Where is the book whose author wrote and planned with a special and intelligent regard for the circumstances and needs of these schools?

#### EFFECTS OF ELIMINATION AND REVISION.

To this point the line of thought pursued, has again brought us, and once more the question meets us: How shall these schools find time for the Natural Sciences?

By a careful revision, reconstruction and abbreviation of their courses of study; by lopping off what is superfluous; excluding what is practically useless, or merely curious and fanciful; eliminating whatever belongs to a more advanced stage of scholarship than that contemplated in the district schools, and whatever is not essential to a clear and thorough apprehension of the main principles of the subject—and thus bringing together and compressing into a brief, rational space, those things, and those things only, which are indispensably necessary to be known and understood. Applied to the arithmetic before me, this process would reduce its pages from 400 to not more than 150, and, for district school purposes, enhance its practical value in the same proportion, inversely. Applied to most of the geographies in common use, it would brush away the rubbish of petty details, which cumber and disfigure them, leaving upon their thrice decimated but trebly improved pages, those things only which district school children have time to learn, really need at this stage of their education, and may reasonably hope to remember. Applied to the leading text-books in English gram-

er, it would so winnow them of chaff, surplusage, amplification and in-sequentialities, that their authors and makers would scarcely know them, while teachers and pupils would rejoice.

With equal or similar advantages, the eliminating process might be applied to nearly every other branch of the common school course, and the result would be a set of books adapted to the great body of the ungraded district schools of the State—books free from useless redundancies, needless repetitions, and vexatious comminglings of the essential and the trivial—books, every page of which would contain relevant matter proper to be learned, and susceptible of being learned within a reasonable time—books, in short, adapted to the first stages of instruction, the object of which is to secure to all the youth of the State the *elements* of good common school education. With such books, and teachers content to use them, there would be time enough, and to spare, for the elements of the natural sciences, and the rudiments of vocal music and drawing, without neglecting any of the old branches, but on the contrary, with a clearer and more enduring general knowledge of each one of them. The need of such a revised and eliminated set of handbooks for the use of this great body of elementary schools, is so apparent that it will doubtless soon receive the attention of educators and others. In the meantime, teachers in these schools must eliminate and revise for themselves; not assuming that whatever is in the book must be learned and recited, and that one paragraph, page or chapter is about as important as another; but, thoughtfully surveying the whole field, the circumstances of their respective schools, the amount of work to be done and the time within which it must be accomplished, let them mark and determine what portions of the book are essential, and what may be dispensed with, so far as their particular schools are concerned, and then adhere to the line of study so marked out.

#### WHAT CONSTITUTES A GOOD TEXT-BOOK.

"It is not by any means necessary that a text-book should be perfect;" that it should contain everything belonging to the subject of which it treats. Just here, it seems to me, has been the mistake of most authors and makers of elementary school books. There are innumerable things appertaining to arithmetic, reading, grammar, natural philosophy, hygiene, etc.—things, too, of much intrinsic interest and value, many of them, and desirable enough to be known—which nevertheless are wholly out of place in a book of rudimentary principles. And yet, as has been remarked, most school books are burdened with these extraneous matters. It is not very difficult to account for this. Some school books are written, others are *made*, and others still are partly written and partly made. It is natural that an educated, scholarly man who, as



author, writes a book on a given subject, should desire to present that subject in its fullness, with all of its relations and belongings; and so the specific wants of the school and class-room are lost sight of, or sacrificed to the ideal of the author. True authorship, and adaptation to practical uses, conflict, or seem to conflict—the former prevails, and the work that should end with a hundred pages, grows to three hundred. In the case of the *makers* of school books, the inspiration of authorship is supplied by that (such as it is) of dollars and cents, and the same end is reached by the commercial, instead of the literary route—if a concise manual, of seventy-five pages, would *sell* for as much as essentially the same matter, in a tumid volume of five times as many pages, manuals would be plentiful, and huge volumes scarce.

It has been said, and repeated, that the essential outlines and principles of a subject, are all that there is place or time for in the ordinary grades of public schools. In respect to the natural sciences, the law itself establishes this point, though really too obvious to need confirmation—the “elements,” rudiments, first things of the sciences, are to be taught in the common schools. And how much more than this is practicable in the case of arithmetic, grammar, geography or history? What the schools attempt, they should thoroughly accomplish—less than the rudiments cannot be undertaken, and these may be thoroughly mastered by every child, in the allotted season of pupilage. If much more is attempted, it will not be accomplished, and even the less will be put at hazard.

#### FURTHER CONCERNING THE PROVINCE OF TEXT-BOOKS.

Do we not here see the nature and province of a good common school text-book? If the subject is one requiring a certain sequential order of treatment, as arithmetic, grammar, etc., the book must follow such plan or order—there is, in such branches, but one proper place and mode of beginning, and but one true order of development. Other subjects may be variously and yet equally well studied, and commenced in many different ways and places—such are spelling, reading, geography, etc. But, whatever other peculiarities it may have, or lack, a good elementary text-book should have two characteristics—brevity and precision. In some subjects, where the whole superstructure stands upon a few comprehensive principles, the book should contain all of those principles, with matter enough for illustration and practice, and it need not contain anything more. And since in all the stages of elementary instruction, the memory must of necessity be constantly employed, it is evident that rules and principles should be expressed in the most precise and comprehensive terms.

## PUBLIC HIGH SCHOOLS.

Resuming the consideration of those changes in the law whose effect will, it is believed, be beneficial, prominent mention should be made of the provisions in section thirty-five, for the establishment and support of township high schools, for the education of the more advanced pupils. The mode of procedure is simple: Upon petition of fifty voters of the township, the question is first to be submitted to a vote of the people at some stated election of trustees; if a majority of the votes cast are in favor of a high school, it becomes the duty of the trustees to select an eligible and convenient site, and establish thereon a township high school. The management and control of the school vests in the board of trustees, who are clothed with all the powers and charged with all the duties of school directors, in respect to such township high school—the township itself being, in law, a school district, for the special purposes named. No new offices are created; no additional machinery is required. If the citizens of a township desire a high school, where their children can pursue the more advanced studies, they have but to attend the election and vote for it. The trustees thereupon become *ex-officio* directors for such high school, with ample powers, and the thing is done.

The advantages afforded by this provision are so great and obvious, that a marked increase in the number of good public high schools is confidently anticipated. It brings the means of higher instruction to the very doors, as it were, of the people. It saves the expense, and the moral and social risks, incident to boarding schools, and other institutions remote from the salutary restraints of home. It plants in the midst of every township adopting the plan, a school, the influence of which will, in time, favorably affect the tone of society, and nearly every interest of the community, not excepting the value of real estate and other property; for it will invite those who seek homes where they can educate their children without being parted from them—families of means, intelligence and refinement—whose coming is a blessing to any community. It will powerfully tend to equalize the educational facilities of the State, which are now overwhelmingly in favor of cities and villages.

## PRELIMINARY OBSERVATIONS.

This admirable provision of our new school law might here be dismissed, without further comment, were it not for the fact that the whole policy of free public high schools is questioned in some quarters—nay, the very competency of a commonwealth to go beyond the rudiments, in its free school work, is sharply challenged by not a few very able writers and thinkers. There are signs of a combined and somewhat

formidable attempt to push the States back from their advanced positions, and compel them to stop with the elements—leaving the rest of the field to be occupied and developed by other instrumentalities and forces. These facts may justify a few words touching the very serious question involved, which is no less than this: How far should a State undertake to provide for the education of its children at public cost? is the high school a proper and legitimate part of a general free school system? To these questions I answer, *yes*; my judgment approving, and my whole soul most joyously assenting thereto. I believe that the very best and grandest thing a commonwealth can do for its children is to educate them—that no other expenditures of the public revenue yield such rich and sure returns—that the question for enlightened statesmanship to ask is, not how little, but how much can be done for universal education. I would see every American State add to the elementary school, the grammar school; to the grammar school, the high school; to the high school, the State university; and to the State university, I would see the American Congress add a grand national university, as the fitting top-stone to the whole magnificent edifice. And I would have the whole, *free*—every door flung wide open, and the invitation repeated along the whole line, from one end of it to the other: “Who-soever will, let him come.” For every dollar given by the State or the nation to railroads, a hundred should be given to common schools; for every acre of land bestowed in subsidy upon gigantic corporations, square miles should be granted to universities for the people. A fraction of the public domain surrendered during the last ten years, to the insatiable rapacity of monster monopolies, whose formidable power already enables them to plunder the people with impunity, and even to defy the government itself, would have reared in every State of the Union a free university, with princely endowments, to bless the people, honor the government, and ennoble the nation forever. These remorseless oligarchies have filched from the nation its richest domain, and from the people and posterity, their just inheritance—and yet they clamor for more. Meantime the little that was saved in better days, and consecrated to the education of the people, is often grudgingly allowed; the free universities and colleges are crippled for means, and a determined effort is made to force the States to call in their advanced free school outposts, close their high schools and colleges, and retire within the elementary lines of fifty years ago. Against all this I protest, in the name of the people, and of the millions of youth whom these men would remand to the beggarly rudiments of knowledge.

#### SPHERE OF THE STATE IN EDUCATION.

But the inquiry recurs: How far should a commonwealth assume the work of education at public cost? The question points directly

down to the fundamental principles of civil government—to the bed-rock of political science. It confronts us at once with these other questions: What is a State—of what elements composed—how constructed, and how put in the way of surest and strongest growth and development? The needs of the State, as such, are the true measure of its obligations in this matter of education; and these needs will be many or few, great or small, according to our conception of what the State itself should be. *Our* conception of it cannot be other or less than that of a free republican commonwealth, in which the agency of all is the means, and the happiness of all is the object, of government. As there is no liberty without law—no justice without a supreme rule of right—such a commonwealth is grounded, of necessity, first, upon those universal and immutable maxims of truth and right which underlie the thought of Christendom; and second, upon a clear translation of those fundamental maxims into the forms of written constitutions and laws. These must be understood, to be of any worth in the maintenance of the State—understood by all, to be of highest worth, of absolute saving power to the State. But how can they be understood except they be read? How understood by all, except read by all?

Here, then, begins the duty, and of course the right and power of the State in the matter of public education; upon this broad foundation abides, and will ever abide, the initial prerogatives of a commonwealth in respect to the instruction of its people. It must teach its children to read. It must see that this key to almost all acquisition (ability to read), is in the hands of all its youth. It is a primal necessity of its organic life, viewed from the stand-point of political philosophy and of history. And as the achievement of this object is vital to the State, and therefore cannot be left to the caprices and contingencies of individuals, or even of associated effort or enterprise, the State itself must undertake and carry on the work. It is too gigantic for private capital, too momentous for the mischances of private judgment. The commonwealth, in its strong and benign sovereignty, must stretch forth its arm and do this thing.

Hence, the common district school, wherein a knowledge of the orthography, and of the reading and writing of the vernacular language of the country is the principal thing, to which are added the science and art of calculation, and the few other rudimentary branches properly related to the central study, and usually included in the common district schools of our country. Up to this point there is no essential difference of opinion, that I know of, among those who believe in public education at all. Thus much, if it is conceded, the State can and should do for the education of her children, at public cost. But, while what has now been said does not touch the really debatable portion of the field involved in the question we are to discuss, it does, I think, throw some

light upon it. Indeed, if there is any clew to guide us through, and out of the mazes of vagueness and uncertainty in respect to this matter, it must be found, it seems to me, in the application of the admitted and established principles already referred to. The State provides for all, at public cost, the rudiments of an English education, because it is to her interest to do so; because so much, at least, of knowledge is essential to the welfare, if not to the existence, in the long run, of a popular form of government; and because experience proves that such provision cannot safely be left to the voluntary action of the individual citizen. By parity of reasoning, the claims of public high schools to a settled place in the educational provisions of the State, are also established.

#### BENEFITS TO THE STATE.

The commonwealth needs, through all her manifold industries and enterprises, many thousands of persons who have more than the rudiments of knowledge. The supply of persons of such advanced culture, through the private institutions of the country, is not equal to the public need, and hence the State should interpose to supplement the work. The same may be said, with even greater truth and emphasis, of that profounder learning, that higher and wider culture, which it is the province of the university to bestow. The loss which nearly or quite all the commonwealths in this republic sustain, because so few of their young men are qualified to act as leaders in the discovery, development and utilization of their wonderful natural resources, and in lamping the people onward and upward towards a worthier and grander civilization, is, I believe, simply incalculable.

The amount of latent and dormant power; of wealth-discovering and wealth-producing energy; of beauty-loving and beauty-inspiring taste and skill, that lies concealed and slumbering in the brains and hearts and hands of the keen, shrewd, capable, but untutored millions of our youth, is beyond computation. Now, over all this unreclaimed but magnificent intellectual and moral territory, over all these minds and souls and bodies, with their untold possibilities of good, the State has, in my opinion, a sort of right of eminent domain, and not only may, but should exercise it in the interest of her own prosperity and dignity. If he who makes two blades of grass to grow where but one grew before, is justly entitled to the name of public benefactor, of how much greater honor shall he be counted worthy who gives to the world a trained and polished intellect, for blind and stupid ignorance? Is not the one blade of grass thereby multiplied an hundred fold? To do this on the grand scale of the whole body politic, by providing common schools for all, and high schools and universities for as many as desire to enter them,

I believe to be the unstrained prerogative and the manifest duty of the State. But, in addition to the argument derived from the nature and functions of the State as a supreme political corporation, the view that public education should not stop with the common district school, is supported by other considerations.

#### EFFECT UPON THE COMMON SCHOOLS.

The common schools themselves are the better for the public high schools, and the high schools for the university. The high school is to the elementary, what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a paying standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of very great value.

#### THE RIGHTS INVOLVED.

As to the rights involved, I do not see how the State can logically or equitably limit its provisions to the rudimentary schools. To do so is to stop at precisely the point where, to the poor man, the question of expense obliges him to arrest the further progress of his children. The cost of tuition and accessories, in good private institutions, corresponding in grade to public high schools, is, to the masses of persons in indigent circumstances, simply prohibitive; so that to them the public high school is the only means of bestowing upon their children anything more than a mere elementary education. And when we come to the college and university courses, the doors are still more closely barred against them.

The effect of this is to erect and perpetuate those barriers between the affluent and the indigent, which every consideration of justice and of political prudence requires should be removed—to create, in fact, an aristocracy of learning, in addition to that of wealth, which is already the just opprobrium of our country. It seems to say to the children of the poor: “Thus far, but no further. Your utter mental nakedness shall be decently covered with homespun, but the purple and fine linen of culture are not for you. No matter how great your natural abilities, how intense your longings to enter the upper sanctuaries of the temple, you must stay in the basement. Of bread and milk you shall have an abundance, but at the tables of the gods you must not sit.” It seems to me that too little is commonly made of this view of the case. By eliminating the high school from the system, the State misses the most precious and princely returns for the bounty already bestowed—it with-

draws its hand just as the harvest is ripening for the sickle—remanding to eclipse many and many a youthful intellect just rising to the plane of perpetual day, and of unending growth.

Nor is the luxury of learning, under the free high school system, a bounty to the poor, bestowed upon them by the rich, as is so confidently asserted. Into every dollar of tax paid by the property-owner, has gone a fraction from the brawny arm of the laborer, and from the weary brain of the salaried clerk and manager. This process, whereby capital lays its special burdens upon the poor, upon labor, may not be seen or acknowledged, but it goes on all the time and everywhere, sure as fate, inexorable as death. Tax the wealthy employer to support the high school, and the employee must pay a portion of that tax in the form of lower wages, though his own name is not to be found at all on the books of the assessor. When the millionaire's check lifts an invoice of carpets from the custom-house, and an elegant Wilton or Moquette comes to brighten our parlors, do we say that he has paid the "duty"? that to that extent the luxury is a *largess* to us? Not so. We know that in the form of "profits" WE have paid the duty for the merchant prince, and a portion of his accumulating wealth besides. So the laborer, one of the factors in the product of human industry, gives to property, everywhere, a large share of its value, pays a part of its taxes, and contributes to the fortune of the capitalist. If in this business, therefore, there is place for gratitude on either side, it is certainly in the hearts of those who, in God's providence, are permitted to accumulate wealth from the sweat and exhaustion of the multitudes to whom the common lot has fallen. And I think we may thank God that there are not a few grand natures, unhardened by prosperity, who rejoice that it is in their power to acknowledge and fulfill their obligations, in some little measure, through the cheap and beneficent agency of free public high schools.

It is still further to be said, in this direction, that the poor make greater sacrifices in merely dispensing with the needed services of their children, especially at the age when high school studies are entered upon, than do the rich in the payment of the heaviest taxes ever imposed upon them. The money value of the services of his sons, which many a poor man cheerfully foregoes in order to give them the benefits of the high school, is often greater than the taxes paid by the rich in cash for the maintenance of such schools. Well do I know what a painful struggle it often is between poverty and parental love before the decision is made. And shall not these people have some of the credit due to those who add to the number of intelligent citizens?

And, then, the poor who have a little property, pay their share of the taxes. The amount may be small; but in proportion to their means, it is equal to that paid by the wealthiest. But there the analogy ceases. To the rich, the public high school is a matter of comparative indiffer-

ence; the best private institutions are within their reach. But to the poor, the boon which comes with that pittance of tax, is treasure indeed. Close the public high school, and they are almost wholly without recourse. There is practically no danger that the number of high schools demanded will increase so rapidly as to alarm the economist and the tax-payers. It is remarkable how steady the ratio remains between the number of high school pupils, and the whole number of scholars, in a given city or State. Despite the exhaustless attractions of the higher walks of learning, and the increased opportunities of pursuing them, the percentage of those who choose to enter them does not materially vary from year to year; taking as a basis the entire enrollment. But the point is that a very large proportion of high school attendance is clear gain to the cause of learning, and to the country. That is, without the public high school, at least one-half (I believe three-fourths), of those attending, would have stopped with the rudiments; some from indifference, the most from inability to enter private institutions.

#### OTHER BENEFICIAL EFFECTS.

There is another consideration bearing upon this question: The effect of public high schools upon the cost of tuition in private schools of like grade, and more especially upon their character and standard of excellence. This influence is very great, in both of those directions; much greater than is generally imagined. In fact, I am not sure that the retention of the public high school might not be successfully argued as a measure of public economy and utility, on those two grounds alone.

The cost, per capita, of education in the public schools is often criticised, and the smallness of the difference in cost between public and private schools is remarked upon to the disparagement of the former. But abolish the public schools, and note the effect. An immediate and enormous advance of tuition and other expenses would certainly follow. Take away the ubiquitous and gigantic competition of the public schools, and the old monopoly prices would be restored as sure as that human nature will remain unchanged.

But even more potent and imperative has been the effect of public schools, especially public high schools, upon the literary character of private schools of like nominal grade. It has swept through them like a hurricane, blowing the chaff and pretense to the four winds. Every good public high school takes the breath clean out of half the sham academies and select private schools for miles around, and forces the rest of them to "new departures" in scholarship and thoroughness, with all speed. This is a great and positive public benefit—one with which we are all familiar, and which cannot be questioned.



I believe then, as already remarked, that the question for American statesmen is, not how *little*, but how *much* can the State properly do for the education of its children; that the one thing most precious in the sight of God and of all good men, is the welfare and growth of the immortal mind, and that to secure this, legislatures should go to the verge of their constitutional powers, courts to the limit of liberality of construction, and executives to the extreme of official prerogative. I believe that an American State may and should supplement the district school with the high school, and the high school with the university, all at the public cost; exhibiting to the world the noblest fruitage of the century—a model free school system. And when at the head of the long line of educational forces there stands, as sooner or later there surely will stand, a great National University, fitly symbolizing the culture, refinement and dignity of the Great Republic, then will our system of public education be indeed complete.

#### NO ANTAGONISM.

Between these public high schools and universities of the State, and the academies, colleges and universities organized and supported by the religious bodies and church denominations of the country, there is no necessary antagonism whatever; and it must remain one of the unaccountable facts of these times that such a state of semi-belligerency should ever have been presumed to exist. But it is too patent for denial that among the active and potent elements of opposition to higher education by the State, this idea of antagonism must just now be included. The right of christian men to build, endow and manage schools of higher learning, no reasonable man will dispute. The history of institutions so organized and conducted, is too honorable, too illustrious, too full of good, to allow of any other sentiment towards them than that of respect and good will. But for these colleges, the world would have missed many of its noblest scholars, and the free school system itself would probably never have been born. But as has been shown, the right and duty of the State to organize, sustain and manage high schools, colleges and universities, rest upon the same arguments as those which sustain the common school system. Governments, both monarchical and republican, have too long exercised this right to relinquish it now. I trust and believe that there is not the slightest probability that any American State will forego this right, and fail to provide for higher education. The evident tendencies of public thought and feeling lie in quite the contrary direction. It may therefore be counted as an established fact, that there will be through the future, as there are now, both state and christian, or denominational, colleges; nor can I perceive why any intelligent friend of higher education should wish to see either class disappear. For, 1. State aid

seems necessary to fully provide institutions of the highest class. The cost of buildings, libraries, apparatus and instruction, of the best and most ample character, is so great, that it is rarely met by private munificence—only in the oldest and richest communities can such a result be expected. If this be so, it follows that in most of the states, if not in all, we shall not for a long series of years have institutions of highest grade and amplest facilities, without State support.

2. It is quite certain that this aid furnished to the State universities, diminishes nothing of the amount available for the denominational colleges, but, on the contrary, the friends of those colleges are stimulated to much larger gifts by the necessity of making their institutions to some extent comparable with the State University. The history of the several newer States will show that those in which a flourishing State university exists, have not fallen short of the others in the amount of endowments given to the denominational colleges; and also that a marked increase of donations to the funds of such colleges has followed close upon the establishment of State institutions of high character in the older States.

3. It is evident that the State will not supply universities and colleges sufficient to meet the whole demand. One or even two State universities, however ample in accommodations and conveniences, cannot provide for the higher instruction of all the youth of the commonwealth, who may need or desire such instruction; and as the number of such youth will constantly increase, it is obvious that there will ever remain ample room for all that private munificence may be able and willing to do. Hence there can be no ruinous competition, for students, between the State universities and the denominational colleges. The common remark, that we have too many colleges, is not true—the trouble is not in a surplus of good colleges, but in a lack of students. There is not a county in Illinois which could not and should not furnish young men enough to fill the class-rooms and lecture halls of the college located in such county, without the help of one student from abroad. For every appeal to the churches and to the public for funds for these colleges, a hundred stirring addresses to young men should be delivered, setting forth the nature and value of higher learning, and inciting them to turn their steps towards college halls. The assumption that the time for such appeals has gone by—that young men need no enlightenment on the subject—is a great mistake; that is the very end of the line where work is now most needed, and where it would be most productive. This leads to the remark,

4. It is well known to the observant, that the presence of institutions of learning stimulates the love of learning, and stirs up many to seek education, who, in the absence of such influence, would remain contented without it. The higher and larger the institution, the greater

the influence in this direction. A State university, because of its broader and more public relations and character, as well as its larger endowments and greater attractions, has a much more powerful influence in stimulating the desire for education, than denominational schools have, or in the nature of things can have. But, not all who are incited to educate themselves by the influence of the State University, will go to it for their education, by any means; but many, because of denominational affinities, or the wishes of parents and friends, will still seek the denominational schools; and thus the State University, while it draws some from the denominational colleges, sends to those colleges still larger numbers, through its general stimulating force. I would much rather attempt to endow and maintain a denominational college in a State having a good State university, than in one having no such university.

5. The State University ought, by its public character, to furnish a rallying point, where all the educational and scientific men of the State may meet on equal ground, with equal rights, to consult for the general well being of all the literary and educational institutions of the State. Thus used, it could never become the rival, much less the foe, of other institutions, since all the officers and friends of those institutions would be constituents of the State University, and would have a voice in its control.

6. Again, and finally, the State University has a field of its own, outside that of mere general learning, into which the denominational colleges do not, as a general rule, desire to enter. I refer to the secular professions, and especially to the scientific courses. The denominational schools have, primarily, a religious end. Their avowed object is to promote christian education in connection with their several churches. They have in some cases attached schools of law or medicine, but have rarely attempted the more extended courses in applied science.

A consideration of all these points, and of the relations of all these higher institutions to the common schools, to the nation itself and its civilization, to the progress of science and sound learning, will certainly convince the unprejudiced mind, not only that no antagonism or jealousy should be thought of or imagined, but that the closest affiliation and the largest sympathy should always subsist and be carefully cherished between the universities built by the States, and those that are founded by its christian citizens.

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#### EQUAL EDUCATIONAL RIGHTS.

The new law also seeks to secure to, and to protect all the school-going population of the State in, the equal enjoyment of all the rights and benefits of the public schools.

The first section of the eighth article of the State Constitution provides that: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education." In remarking upon the force and effect of this section of the fundamental law, in my last biennial report, the following language was used: It establishes the principle that hereafter all the school-going children in Illinois, shall be equally entitled to the benefits of the free public schools, without exception or discrimination. All the youth of the State are, and henceforth shall be, equal before the law, in respect to their claims to a good common school education. Whatever laws the General Assembly may pass in relation to public education—whatever system of common schools may be adopted—must be in harmony with this fundamental principle; and whatever inhibitive or restrictive provisions there may be in any existing school laws, in relation to free schools—whatever therein is incompatible or in conflict with this broad and catholic rule of the fundamental law, is already abrogated by the supreme authority of the Constitution itself, and the school system, in all its parts and operations, must be administered in accordance with the letter and spirit of the new Constitution, which recognizes no distinctions or disabilities among the youth of the State.

That view of the case was entertained and published prior to the meeting of the first General Assembly convened under the new Constitution, and previous, of course, to any legislation on the subject. Its correctness was never seriously questioned, so far as I know, and the schools of the State, with occasional exceptions, were conducted in accordance therewith. Recognizing the same spirit and intent of the organic law, and in practical furtherance of its paramount requirements, the Twenty-Seventh General Assembly enacted that every board of school directors should "establish and keep in operation a sufficient number of free schools for the proper accommodation of all children in the district over the age of six and under twenty-one years, *and shall secure to all such children the right and opportunity to an equal education in such free schools.*"

In obedience to a resolution of the legislature, I caused twenty thousand copies of the new school law to be printed and distributed among school officers, with notes explanatory of its more important provisions. In commenting upon the above provision, found in the 48th section of the act, the following language was used: Every child over the age of six and under twenty-one years, has a legal, constitutional, and therefore indefeasible right to the benefits and privileges of the free schools of the district in which he resides. Directors are peremptorily enjoined to "secure to all such children the right and opportunity to an equal education in such free schools." No such child can be denied the enjoy-

ment of such right and opportunity, except for his own incorrigibly bad conduct; and any child unlawfully deprived of the right and opportunity to such equal education, may have redress at law, and the directors who cause or permit such deprivation, will be liable to all the penalties prescribed in the act for unlawful conduct and neglect of duty. The State has undertaken to provide for the elementary education of all its children, without distinction, committing itself thereto by the sanctions of the fundamental law, and any attempt to exclude from the benefits of that provision, designed for all, even the poorest and humblest child legally entitled thereto, would be an offense against the wise purpose, as well as against the authority and dignity of the commonwealth, which it could not suffer to pass unnoticed. It is a pleasure to add that, as a general rule, the schools have been conducted in accordance with those explanations of what was, and is, believed to be the true intent of the law, and that comparatively few instances have come to my notice of a set purpose to disregard the rights of any class of our youth.

Section 48 further provides that boards of school directors "shall have power to assign pupils to the several schools." Several instances have been reported where directors, assuming that this clause refers especially to colored pupils, have construed it as conferring upon them authority to take such pupils out of their proper grades and classes in the same school, and place them in separate rooms and under separate teachers in the same building, and have done so, thereby depriving them of the manifest advantages of the graded system of schools. The benefits of placing each scholar in that particular room, division and class, in a graded school, which his *attainments* qualify him to enter, need not be remarked upon—in so doing consists the very essence of the great superiority of graded and classified schools, over common ungraded schools; and it is obvious that by the course spoken of, the pupils so taken from their own proper divisions and classes, are not "secured in," but deprived of the "right and opportunity to an *equal* education in the free schools."

In the organization of a graded school, the pupils are assigned to the respective departments and classes on the ground of scholarship and capacity *alone*; and all promotions and advancements, from room to room, from grade to grade, and from class to class, are made upon the same ground, and no other. To take a child from his appropriate room and class in a graded school on the ground of color alone, is as arbitrary, unjust and absurd, as to make wealth or nationality a ground of separation, and a dividing line between the pupils of a public school; and, under the present constitution and laws, the one act is as unlawful as the other. If a board of education should pass an order that all children of Irish parentage should be assigned to one room of the school building, those of German descent to another, and those of French ex-

traction to a third ; or, that the separation should be made according to the pecuniary circumstances of parents, so that one room should be occupied exclusively by the sons and daughters of the rich, another by those of persons of moderate means, while the children of the poor are consigned to a third ; or, according to the religious faith of parents, so that the different rooms should be known by the distinctive appellations of catholic, protestant, jewish, etc. If a board of education should do any of these things, or undertake to organize a graded school on such principles, the act would be regarded as superlatively preposterous, and, if persisted in, the simultaneous explosion of a keg of gunpowder beneath the foundations of each of the four corners of the building, would scarcely destroy the school more speedily and utterly. And yet it may be asked in all seriousness whether such principles of classification would be a whit more arbitrary and absurd than to grade according to the color of the skin. The rule of the ancient schoolmaster, who formed his classes by tape-line and scales, according to size and weight, touched no deeper depths of absurdity.

In a few cases, where the number of colored pupils was very small—from one to eight or ten—the practical effect of the interpretation spoken of, has been to exclude such pupils from school altogether, and that result may even have been contemplated and desired. The exclusion in these cases was by no order, or direct act of the school board, but resulted from the warrantable refusal of the parents of the children to accept the inferior provisions tendered them. In a number of instances, that has been the only complaint—the separate room and teacher would have been submitted to, but not when coupled with inferior teachers and poorer instruction. The privilege of occupying the same rooms with the other pupils was not much coveted or regarded, but the accomplished teachers and superior instruction enjoyed in their proper departments, could not be given up, and rather than accept the proffered substitute, they quietly withdrew their children from school, trusting that in due time their just rights would be recognized and vindicated. In this hope they ought not to be disappointed, nor have long to wait for redress. In a few instances colored children have been openly refused admittance to the public schools, and no provision whatever made, or attempted to be made, for their education—they have simply been ignored or disregarded altogether, just as before the changes in the constitution and laws.

While, as has been said and repeated, the number of youth who have thus been deprived of their educational rights under the school law, is gratifyingly small, so far as known to this office, it is nevertheless proper to bring the matter to the notice of the legislature. An important principle is involved, and the sooner it is settled and determined, the better. When any right of the people is in issue, the obligation to see

that justice is done and the laws enforced, is in no manner lessened or affected by the fewness of the persons concerned. The case of these citizens and their children would seem to commend itself in an especial manner to the regard of the general assembly, which, in obedience to the constitution, has undertaken to provide for the education of all. If a qualified elector is refused his privilege of voting, the offending judge is liable to indictment, and, upon conviction, he must suffer imprisonment in addition to the payment of a heavy fine; but for closing the doors of a *free* school-house against a poor colored boy, the penalty provided by statute, and that constructively only, is but a paltry fine—entirely insufficient to afford any substantial protection. Is the right to vote so much more sacred than the right to be educated? It is respectfully recommended that the recurrence of wrongs of this description be guarded against by such further legislation as may be deemed proper and expedient; and especially that a more direct and summary mode of redress may be provided against unlawful exclusion from school, whether such exclusion be effected directly or indirectly.

The proper limits of this report will not allow an extended discussion of those remaining changes and amendments which are believed to be wise and salutary. I shall do little more than enumerate them, with brief comments on their nature and effect, and then pass to the second general branch of the subject, and notice those changes which are not working well, and which should, it is believed, be modified or repealed. The remaining new provisions, then, which seem to be better than the old ones on the same subjects, respectively, and which, it is hoped, will therefore be retained unchanged, are the following:

#### QUALIFICATIONS OF VOTERS.

At all school elections, whether to vote for school officers, or on business questions relating to school affairs, the voters are required to possess the qualifications of voters at a general election, and no others. All previous restrictions upon voters in voting on questions involving the raising of money, are abolished.

#### POLL BOOK AND CERTIFICATE.

The judges of the election in the case of township trustees, must, within ten days thereafter, cause a copy of the poll book of said election to be delivered to the county superintendent, with a certificate thereon, showing the election of said trustees, and the names of the persons elected. For failure to deliver such copy of poll book, and certificate, within the time prescribed, the judges are liable to a penalty of not less

than twenty-five nor more than one hundred dollars. This provision is corrective of a great evil.

#### POWERS AND DUTIES OF TRUSTEES.

The power heretofore vested in boards of school trustees, to establish new districts and change district boundaries, at their own discretion, without any vote or petition of the inhabitants, is withdrawn. Their authority in this respect is virtually limited to the first laying off of newly organized townships into districts. The power thus taken from the trustees, is vested in a majority of the voters of the territory concerned. Not only are boards of trustees deprived of the power to alter the boundaries of districts, or to establish new ones, without a written petition signed by a majority of the voters concerned, but they are also strictly required to act in accordance with such petition, when presented. Subject to the conditions mentioned in the Proviso to Par. 3 of Sec. 33, five or more families may demand to be set off to an adjoining district, or formed into a new district, as they may elect. In this case, the petition must be signed by *all* the voters of the territory occupied by the five or more families, and by a majority of the voters of the adjacent district, when attachment to such district is desired. When these conditions are fulfilled, the prayer of the petitioners must be granted.

In the case of what are called union districts, or districts lying partly in two or more townships, the old law forbade any changes to be made without the concurrence of each and all of the township boards concerned. The new law provides for the separate and independent action of each township board, in such cases. The method of proceeding is as follows: There must first be a written petition signed by a majority of the voters of the whole union district, praying for the dissolution of said district. A copy of this petition is to be left with each township board concerned. Thereupon, each board must, at its next regular meeting, proceed to dispose of so much of the territory as lies within its own borders. This may be done either by making a new district of said territory, or by attaching it to some one or more existing districts in the township, as each board may elect. The action of each board will stand, valid and complete, regardless of the action or non-action of any other board concerned. The boundaries of districts created by special acts of the legislature may also be changed. In these cases there must be a written petition, describing the desired change, signed by a majority of the voters of the special district, and also by a majority of the district or districts to be affected by the proposed change. With the prayer of such a petition, the township board or boards concerned must comply.



### DIVISION OF FUNDS.

No division of funds is required unless a new district is established. Where a new district is formed out of territory taken from one or more districts, the funds on hand, or receivable, must be divided between the new district and the old district or districts, in proportion to the amount of school taxes collected from the respective portions of territory concerned. Two classes of cases are involved, and only two: First, when two or more districts are made out of one; Second, when the territory of the new district is taken from that of two or more districts. The application of the rule, in each case, is as follows: (1.) Suppose district A. is divided into two districts, B. and C.; and that at the time of the division, A. had on hand, or due and receivable, \$300.00. Suppose, further, that the amount of taxes last collected from A. was \$700.00, of which the property in B. paid \$400.00, and the property in C. \$300.00. Under the rule of the law, district B. is entitled to four-sevenths of the \$300.00, or \$171.43; and district C. is entitled to three-sevenths of the said \$300.00, or \$128.57. (2.) Again: Let a new district, D., be formed from parts of two old districts, E. and F.; and, at the time the new district is made, let E. have on hand \$400.00, and F. \$300.00. Let the amount of taxes last collected from E. be \$1,500.00, of which sum \$600.00 came from the property in that part of D. that was taken from E. Let the amount of taxes last collected from F. be \$1,000.00, of which \$300.00 came from that part of D. that was taken from F. Applying the same rule of the law, D. is entitled to two-fifths of E's \$400.00, or \$160.00; and to three-tenths of F's \$300.00, or \$90.00; making \$250.00 in all. Hence, on final adjustment, each district's share of the funds on hand will be: D. \$250.00, E. \$240.00, and F. \$210.00. These illustrations show the manner of solution of every case that can arise.

### DIVISION OF SCHOOL PROPERTY.

The practice of *selling* school property, and dividing the proceeds between the districts interested, is abolished. It is provided, instead, that when a new district is made, the school house and other property shall belong to the district in which it is left by the division. Disinterested appraisers are to determine its fair cash value. The estimate of the appraisers is to be final and conclusive. Of this estimated cash value, each district concerned is to have a certain share. The share that each shall have is to be found and determined by the same rule that applies to the division of funds, that is, in proportion to the amount of school taxes last collected from the respective districts. To illustrate: District A. is divided, making districts B. and C. The house falls in district B. The estimated cash value of the house is \$1,000. The taxes last collected

from the property in B. amounted to \$2,500.00 ; those last collected from the property in C. amounted to \$1,500.00. District B. is therefore entitled to five-eighths of the \$1,000.00, or \$625.00, and district C. to three-eighths, or \$3,755.00. But how is district C. to get its \$375.00 ? Thus : The trustees are to order the treasurer to place that amount to the credit of district C. out of the funds in his hands belonging to district B., if the amount in his hands, as aforesaid, is sufficient for that purpose. If there are no funds in the treasurer's hands belonging to district B., or not enough to pay what is due to district C., then the treasurer is to place said amount, or the balance thereof, as the case may be, to the credit of C. out of the funds "subsequently to accrue" to District B. The debt, or the balance thereof, is to be paid from the first funds belonging to B. coming into the treasurer's hands, whether they be state, county, township or district funds. Knowing its liability, and the amount thereof, district B. must provide therefor, or for any unpaid portion thereof, by a special district tax, or by including the amount in its annual tax for current expenses. It is the intention of the law to complete and conclude such transactions as soon as possible, and not suffer them to drag along as they have done. Hence, the judgment of the appraisers is final, and payment of the sum due the district not retaining the property, is thereafter in the hands of the trustees and treasurer exclusively, who must cause settlement to be made as aforesaid. For failure to divide funds and property as enjoined by this section, trustees are made heavily liable, both individual and jointly.

#### DEBTS OF DISTRICTS.

The thirty-third section also contains the important and just provision that when a district is divided and a new one formed, the amount of the actual and *bona fide debts* of the old district shall be deducted, before the funds and property are divided between the two districts. If, for instance, a district has on hand \$100 00, and school property valued at \$1,000 00, but is indebted to teachers, or otherwise, to the amount of \$300 00 ; and under these circumstances a portion of its territory is cut off and erected into a new district, the \$100 00 on hand, and \$200 00 of the value of the property, must be deducted and set apart for the payment of said debt of the old district, incurred before the division, and the remainder, only, of the value of the property, (\$800 00), divided between the two districts, in the manner prescribed by law.

#### CHANGES TO BE RECORDED.

Whenever the boundaries of a district, or districts, are changed in any manner whatever, within ten days from the date of such change or changes, the township treasurer must record the same in the trustees

book of official proceedings ; make a new map of the township, showing all of such changes ; and file with the county clerk a certified copy of said record and map, together with a list of the tax-payers resident in each of the districts as newly arranged. Failure to do these things, or either of them, within the prescribed period of ten days, renders the said changes of district boundaries *null and void*, and all the districts of the township will, in that case, be and remain precisely as they were before, at least until the next stated meeting of trustees, and until the changes made at a stated meeting shall have been recorded, and copies filed, in the manner and within the time prescribed by law, as aforesaid. Compliance with this requirement is made essential, and applies to *all* territorial changes, whether by attachment, detachment, division, consolidation or otherwise. It is a much needed amendment, and will be salutary in its effects. Hereafter the *records* will show how the districts stand, and false claims of pretended changes made at some indefinite past time, cannot be set up. When changes are made at the October meeting of the trustees, and returns thereof are duly made to the county clerk within ten days after said meeting, it is made the duty of the county clerk to correct the lists previously returned to him, and to extend the taxes in accordance with such later returns. It has not heretofore been competent for the county clerk to do this, even if so disposed, and hence taxes could not be extended on new maps made at the October meeting, till a year thereafter. This change will greatly subserve the public convenience.

#### REPORTS OF ILLITERACY.

In addition to the statistics heretofore required by law, trustees and directors are to ascertain and report the number of children between the ages of twelve and twenty-one years, who are unable to read and write, together with the causes of such illiteracy. The males and females of this class are to be reported separately, and the causes of the neglect to educate them must be searched out and noted as fully as possible. The results of these inquiries will be valuable and suggestive. Some progress has already been made, as will be seen from the statistics of illiteracy accompanying this report.

#### CONSOLIDATION OF FRACTIONAL TOWNSHIPS.

Any organized fractional township, containing less than forty persons under twenty-one years of age, may be consolidated, in territory and for all school purposes, with some adjacent township. This applies only to organized fractional townships. Every fractional township not having the requisite number of inhabitants to petition for the sale of the school lands therein, which had not previously been united to any other township for school purposes, and which did not contain a sufficient

number of inhabitants to maintain a free school, was, by the force of the act itself, attached, for school purposes, to the adjacent township having the longest bordering territorial line. These provisions happily dispose of one of the most perplexing of the minor matters connected with the administration of the school system.

#### POWERS AND DUTIES OF TOWNSHIP TREASURERS.

The new law provides that township treasurers shall be residents of the respective townships for which they are appointed, and that their term of office shall be one year. Every township treasurer is also required to "make out, annually, and present at the meeting of the board of trustees succeeding the annual election, a complete exhibit of the fiscal affairs of the township, and of the several districts." This financial statement must be in writing, and embrace all the items enumerated in the statute. It must be made at the regular October meeting of the board, that being the first meeting succeeding the annual election of trustees, which occurs on the second Saturday in April. All moneys for the use both of townships and districts must be paid over to the proper township treasurer, "who is constituted and declared to be the only lawful depository and custodian of all township and district school funds." This language is comprehensive and unconditional, including moneys borrowed on district bonds, moneys received from the sale of school property, from tuition fees, from bequests and donations, and from all other sources whatsoever. This provision is timely; it sends every dollar of every school fund into the hands of an officer who is liable therefor on his official bond.

#### FISCAL REPORT OF DIRECTORS.

A marked excellence of the new law is the strict accountability to which it seeks to hold all school officers who have the handling and disbursement of school moneys; thus directors are required to make, to the voters present at the annual election of directors, a detailed written report of their receipts and expenditures, and to transmit a copy thereof to the township treasurer within five days after said election. This fiscal report must embrace the receipts and expenditures of the last preceding twelve months.

#### USE OF SCHOOL HOUSES.

Directors are authorized to "grant the temporary use of school houses, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and for literary societies, and for such other meetings as the directors may deem proper." While this provision is regarded by some as of doubtful expediency—and it certainly will be liable

to abuse—it will I think do more good than harm, upon the whole. Its intent and meaning have been thus explained to the officers concerned : Directors are clothed with full powers in the premises, and may exercise those powers at their discretion. If the right of directors to allow public school-houses to be used for any other than public school purposes has ever been in doubt, it is no longer so. In the exercise of the authority so explicitly conferred, they are liable only for manifest *abuse* of the trusts committed to them ; in no other case can they be called to account for what they may see fit to do, or refuse to do, in the premises. Their decision and action are final, unless judicially inquired into, for good cause shown. A vexed question is thus settled. The power conferred is, however, to be strictly construed as to collateral matters. The buildings, grounds and appurtenances are to be safe from defacement and injury ; the books and utensils of the pupils are not to be meddled with ; the fuel and lights belonging to the district are not to be used by temporary occupants without express leave and full compensation ; the rooms used are to be left in as good and orderly a condition as when occupied ; for all losses and injuries inflicted or caused by such occupancy, to the school buildings and other property of the district, or to the books and other property of the scholars, the directors will be individually and jointly liable ; and such use can only be granted when the buildings are “not occupied by schools ;” that is, on Saturdays and Sundays, on evenings, and when the schools are not in session. The schools cannot be *dismissed* in order to accommodate or make room for meetings of the kind specified, or of any other kind.

#### DISTRICT BONDS.

School directors have no power to borrow money on the credit of the district for any objects or purposes whatever, except those designated in the act, viz : “for the purpose of building school houses, or purchasing school sites, or for repairing and improving the same.” The purposes enumerated are to be strictly construed ; whatever is not included therein, must be understood as excluded. Nor can the power conferred be exercised by directors, even for the purposes specified, without the sanction of a vote of the district. The meeting to vote on the question of borrowing money, must be called and conducted in strict conformity with law. The amount of money which it is proposed to borrow, and the objects for which it is to be expended, must be distinctly stated. If a majority of the votes cast are in favor of the proposition, the directors may proceed to issue the bonds, but not otherwise. Any person possessing the qualifications of a voter at a general election is entitled to vote on the question of borrowing money, and on all other questions of raising money ; all former restrictions have been removed. The sum

borrowed in any one year cannot exceed (including existing indebtedness) five per cent. of the taxable property of the district, as shown by the last assessment for state and county taxes previous to such borrowing. Any district borrowing money for building purposes, must, before or at the time of doing so, provide for the collection of a direct annual tax, sufficient to pay the interest on the amount borrowed, as it falls due, and also to pay and discharge the principal thereof, when the same becomes due and payable. No district bonds issued for borrowed money, can be drawn to run for more than twenty years. These provisions are eminently judicious, and will arrest the tendency to imprudence, not to say recklessness, in the contracting of debts for building school houses, which had been notably on the increase.

#### SCHOOL DISCIPLINE.

It is made the duty of directors to adopt and enforce all necessary rules and regulations for the management and government of their schools. This important matter is no longer optional with them; they must take care that such rules are prescribed and carried out, as will promote the ends for which the schools are established. The statute expressly authorizes and empowers directors to suspend or expel pupils for "incorrigibly bad conduct," and declares that no action shall lie against them for such expulsion or suspension. Conduct is incorrigibly bad, when it is bad beyond reasonable prospect of correction or amendment; when it continues bad, despite all reasonable and available means that may be devised and employed to effect a reformation. When the conduct of a pupil reaches this stage of badness, he may be suspended or expelled, at the option of the directors. The phrase "incorrigibly bad," is not limited to violent outbursts of passion and lawlessness, or to acts of open rebellion and insubordination, or flagrant violations of the rules of morality, by words or actions. It applies also, in school economy, to negative as well as positive elements of conduct; to omissions of duty as well as to breaches of decorum and propriety; to the settled and contumacious neglect or disregard of *any* proper regulation or requirement, quite as much as to more flagrant and palpable acts of disobedience and perversity. Hence, a scholar may lawfully be suspended or expelled for willful and obstinate refusal to comply with any reasonable rule or regulation in regard to absence or tardiness. The right and duty of directors to make and enforce such regulations as will secure regularity and punctuality of attendance, (those prime requisites of a good school), have been affirmed by several of our circuit courts, and by the supreme courts of many States, notably and recently by that of Iowa. The principle is inherently sound, being essential to the accomplishment of the purpose for which public schools exist; and it

may be considered as now well settled and determined by the highest judicial authority. All that is required of directors in the premises, is prudence and good sense in their rules, coupled with a proper regard for the rights and feelings of parents. No rule or requirement on the subject should be so framed as to involve any needless and offensive inquiry into the domestic affairs of families. Nothing of that kind is necessary to the accomplishment of the purpose aimed at.

Directors are also authorized to provide that children under twelve years of age shall not be confined in school more than four hours daily. In exercising the discretion granted, directors may extend the privilege to all under the prescribed age, or only to those whose physical or mental condition requires the benefit of the shorter session. It is one of the important duties of directors to note the general health of the little school children, and take such action from time to time, as circumstances may require. This provision wisely increases their powers in the premises.

#### BOOKS AND STUDIES.

It is made the imperative duty of directors to designate "what branches of study shall be taught, and what text-books and apparatus shall be used in the several schools, and strictly to enforce uniformity of text-books therein." Directors are not to leave the studies and books of the schools to chance, or to the changing caprices of the scholars or their parents and teachers, but must investigate the subject, and endeavor to select with wisdom and prudence. Their discretion as to branches of study is ample, subject only to the provisions and limitations of the statute; and as to text-books, their discretion is unlimited and their authority complete, and they must exercise that authority, and declare, officially and absolutely, what books, and what ones only, shall be used in their schools. In a circular issued to school officers, the provision in respect to uniformity of books has been thus explained :

By "uniformity of text-books," it is meant that all the pupils in the school who are pursuing the same branch of study, shall provide themselves with the same kind of book or books; that is, books by the same author or authors, and of the same edition or editions. It is not meant that all the books used in a given branch must be by the *same* author, but that all the pupils of the *same grade or class*, in a given branch, must have copies of the same book. In reading, for example, all the pupils in the first reader, must have the same first reader; all who are in the third reader, must have the same third reader; and all who are in the sixth reader must have the same sixth reader, etc. But the readers need not necessarily be all of the *same series*; on the contrary, they may be of three different series, if the directors so elect. The law is to be understood in the same manner with regard to arithmetic, geogra-

phy, grammar, and every other branch. If there are in school three classes in arithmetic, one in the primary, another in the practical and the third in the higher, all the pupils in the elementary class must have the same primary; all in the next class must have the same practical; and all in the most advanced class must have the same higher, while each book may be of a different series, or by a different author, or they may all be of the same series, as the directors think best. The object is to break up and utterly extirpate that long-endured and preposterous custom of allowing scholars to use any old books, or new ones either, that might chance to be found about the house, regardless of the requirements of the directors, the necessities of classification, or the conditions of successful teaching. The pupils of every school should be divided into classes, one or more, in each branch of study taught; this classification should be according to the respective attainments and capacities of the pupils; for each of these classes some particular text-book must be designated by the directors, and then each and every member of that class, and all who may thereafter join it, must procure and use a copy of the identical book so designated, and no other. This is what the law means, and the directors must see to its strict enforcement. A text-book once chosen and prescribed as above, cannot be changed oftener than once in four years. It will be noted that *changes* are not to be made oftener than once in four years. If certain books were in use in a given district on the first of July, and then or thereafter the directors meet and formally adopt and prescribe said books as the ones to be used in said district, the directors may nevertheless remove said books, or any of them, and substitute others, at their pleasure; because the previous act was not a *change* of books, but only a formal adoption of books already in use. The prohibition is that books shall not be *changed* but once in four years. Since all new books introduced after July 1st, must be retained at least four years, the greatest care should be taken to select the best. Remember that how great soever the mistake, a poor book, once in the school by order of the directors, cannot be got rid of for the term of four years—at least no other can take its place. Changes should be made gradually, and with extreme caution, only after successful trial, so far as practicable. When the law of uniformity is first enforced in a district, of the books in use those should be chosen of which there are the most in school, unless they are exceptionally poor; in that case, those which are in the next greatest supply. In this way the burdens will be lightest to the parents and scholars.

The necessity of some restrictions upon the power to change school books is obvious enough; the frequency of such changes had become an evil, and a great pecuniary burden upon the people. But it is to be regretted that the time during which no book should be changed, was made so long. Two, or at most three years, would be better, and would



answer all the purposes aimed at, quite as well. It is recommended that the limit be reduced to either two, or three, years.

#### CONCERNING TEACHERS.

No teacher can legally be employed to teach, or be paid from any school or public fund, who shall not comply with these two essential conditions: 1. At the time of his employment he must *have* a legal and valid certificate. *Exhibition* of certificate to directors, prior to employment, is no longer essential. 2. He must keep and furnish schedules as required by law, and satisfactorily account for all books, apparatus, and other property of the district that he may have had in charge. When a teacher is employed, the directors must also require him to receipt for all books, apparatus and other school property belonging to the district and entrusted to his keeping; and at the end of his engagement, or oftener if so required by the directors, he must account, in a satisfactory manner, for the same. Should the teacher neglect or refuse to render such account of such property, the directors may withhold payment, until such account is rendered. In their certificate to every schedule, directors are required to state "that the property of the district, in charge of the teacher, has been satisfactorily accounted for," which certificate must strictly accord with the facts.

#### SCHOOL DISTRICT TAXES.

The forty-fifth section of the act is improved in several important particulars. Its provisions, as amended, may be thus summarized: County clerks are required to ascertain the rate per cent. necessary to be levied in each district in order to raise the amounts specified in the several certificates of boards of directors on file, and to compute each taxable person's tax in the respective districts, taking as factors in each case, the said rate per cent. and the whole amount of taxable property in each district, as equalized by the state board of equalization for that year. When assessing personal property, assessors are required to designate the number of the school district in which each person so assessed resides. These numbers so returned by the assessors, must be copied by the county clerk into the collector's book, and the clerk must extend on said book the amount of each person's tax on personal property, according to the numbers designated. Blank books and notices are required to be prepared for the use of assessors, to enable them to comply with these requirements of the school law. Before delivering the tax book to the collector, the county clerk is required to send by mail to each township treasurer, a certificate of the amount of such special school tax due each district and fractional district. These certificates will be legal evidence of the amounts due, and should be carefully preserved by treasurers till the time for their presentation arrives. Treasurers may present said certificates "on or before the first day of April next after the delivery

of the tax books" to the collectors. At any time after the said first day of April, treasurers may present said certificates and demand the amount of tax therein certified to be due, and collectors must thereupon pay said amount in full. But if any part of said tax shall be uncollected, when such demand is made, the collector must immediately pay over the whole amount collected, and, at the same time, deliver to the treasurer a written statement of the amount of tax remaining due and uncollected in and for each district. In case payment in full is not made, the treasurer will not surrender the certificate, but endorse thereon the amount paid, and give the collector a receipt therefor, retaining the certificate till full payment thereof is made.

#### BOARDS OF EDUCATION.

On the first Saturday in April, 1873, in any district having a population of not less than two thousand inhabitants by the census of 1870, and not governed by any special act in relation to free schools, there must be elected a Board of Education, who shall be successors to the directors of such district. Said board shall consist of six members in every such district of two thousand inhabitants, and three additional members for every additional ten thousand inhabitants. When any district is hereafter found to have a population of two thousand, by any special or general census, a Board of Education shall in like manner be elected in such district, at the first election of directors subsequent to such special or general census. All elections of Boards of Education shall be held on the first Saturday in April, and conducted as provided in the 42d section of the act. Boards of education shall have and exercise all the rights and powers of directors, together with the additional powers prescribed by the act. Any city, incorporated town, township or district, whose schools are now managed under special acts, desiring to change its organization and to re-organize under the general school law, may do so, by vote of its electors. In cities of over one hundred thousand inhabitants, the Board of Education is made to consist of fifteen members, to be appointed by the mayor, with the advice and consent of the common council; which Board has charge and control of the public schools in such cities, and, with the concurrence of the city council, may exercise the special powers enumerated in the act.

#### PERVERSION OF SCHOOL FUNDS.

School directors, and all other boards of education, are strictly forbidden to use, or to allow or cause to be used, any school funds or property of any description, under any circumstances whatever, for any sectarian purpose, or to support or help to support any school or other institution of learning of any kind or grade whatsoever, that is under the control of any church or sectarian denomination.

I have thus adverted to all the principal changes made in the school laws by the twenty-seventh general assembly, that are believed to be for the better. It remains to notice two or three provisions of which a different opinion is entertained.

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## II. PROVISIONS CONSIDERED INJUDICIOUS.

Among the changes from which unfavorable results are anticipated, and which should, it is believed, be modified by the general assembly soon to convene, are the following :

### COUNTY SUPERVISION.

The 20th section of the "act to establish and maintain a system of free schools," approved April 1, 1872, and in force July 1, 1872, makes it the duty of county superintendents of schools to visit and inspect the schools of their respective counties, and to perform other enumerated and highly important educational services connected with such visitation and inspection—"if so directed by the county board." The 71st section of the same act provides that "county superintendents of schools shall hereafter receive, in full for all services performed by them, such compensation as is or may be fixed by law." The 27th section of the act to fix the salaries of State and county officers, etc., approved March 29, 1872, provides that, "the fees of county superintendents of schools shall be as follows: three per ct. commissions upon the amount of sales of school lands, or sales of land upon mortgage, or sales of real estate taken for debt, including all services connected therewith. Two per cent. commission upon all sums distributed, paid or loaned out by them for the support of schools. For all other duties required by law to be performed by them, for such number of days as may be *designated by the county board*, in counties of first and second class, the sum of four dollars per day; in counties of the third class, the county superintendent of schools shall be paid eight dollars per day: *Provided*, that the entire compensation received by him shall not exceed the sum of three thousand dollars per annum."

By these several provisions, when they take effect, county supervision of schools will be virtually abolished. The office will nominally remain, with a few comparatively unimportant financial and other routine business duties; but county supervision and inspection of *schools*—those *educational* services which give to the office its chief importance and

value, and which have been so beneficial in the past—will practically cease, and in this respect the free school system will be shorn of one of its best instrumentalities, and remanded to the condition it was in twelve years ago, under the old “school commissioners,” who, strictly speaking, had no *educational* work to perform, and performed none. To show that such will be the substantial effect of the provisions cited, when they become operative, it will only be necessary to compare the self-evident proposition—that county school supervision worthy the name, must be adequately paid for—with the facts which an examination of said provisions will reveal.

It will be noticed that the compensation is to be derived from three sources: 1. Commissions on sales of school lands and other lands; 2. Commissions on moneys distributed and loaned; and, 3. A per diem of four dollars for other services rendered. [It may here be said that Cook county is the only one in the State of the third class, so that no reference to that county is had in these remarks. All the other counties in the State, 101 in number, are embraced in the first and second classes, whose superintendents are to receive four dollars a day.] The income from commissions on the sale of school lands is nothing, or next to nothing, amounting in 1872 to \$190.67 in the aggregate, or an average of *one dollar and eighty-seven cents* for each county. Only one-third of the counties have any school lands remaining unsold, and of these not more than ten have each as much as one section; the others have insignificant tracts, but ten acres in one case, and three acres in another. If every remaining acre of school lands in the State should be sold, the commissions would amount to an inconsiderable average sum. This element may therefore be thrown out of the account, as it amounts to nothing, and its presence in the law is liable to mislead the public as to the emoluments of county superintendents of schools. As to commissions on sales of mortgaged lands, and of real estate taken for debt, they do not amount to an average of *fifty cents* per annum, for each county, as the records show. This disposes of the first source of income to county superintendents of schools, as provided by this law, and thus far, as will be seen, they get substantially nothing. The second source of income mentioned in the statute is a commission of two per cent. on all sums distributed, paid or loaned. In 1870, these commissions amounted in the aggregate to \$20,279.06, being \$19,424.92, on funds distributed, and \$854.14, on moneys loaned. The average per county on the former is \$190.44, and on the latter, \$8.37; and the average per county on the aggregate of both, is \$198.81. The amount for 1872 is very nearly the same. This disposes of the second source of income for these officers. The first yields nothing, the second, less than two hundred dollars per annum for each county. We come now to the third and last provision made for the compensation of county superintendents of schools—the

sum of four dollars per day for all other duties and services performed, "for such number of days as may be designated by the county board." The former law allowed the sum of five dollars a day for services actually rendered, leaving each officer to exercise his own judgment and discretion as to the amount of service required. The average number of days' service heretofore rendered and paid for, has been about one hundred and fifty per county. But is it probable that the county boards will designate that number of days, when the authority to fix the compensation of superintendents comes into their hands? On the contrary, there is good reason to apprehend that on an average, not more than one-third as many days' service will then be authorized; events that have already transpired render it probable that the average will be even less than that, and morally certain that it will not be greater. In a few counties superintendents will be required to devote their whole time to the work, as now; and in some others, from one hundred and fifty to two hundred days will be designated. But in a large majority of counties fifty days or less will be the rule, while instances will not be wanting where no per diem services whatever will be authorized; so that the average in the whole State will not exceed fifty days, as previously stated.

Reviewing these figures, we have the following results: Taking previous statistics as the basis, if the new law had merely reduced the per diem from five dollars to four dollars, leaving the number of days discretionary, the total average compensation of county superintendents would be about \$800.00 per annum. But under the actual provisions of the new law, when they go into effect, the compensation will be substantially as follows: four dollars a day for fifty days, \$200.00; commissions about \$200.00—total, \$400.00 per annum. This will be the effect, practically, and these are the facts to be contemplated. No comment is necessary. The question whether or not a competent county superintendent of schools can be procured for a salary of \$400.00 per annum, need not be asked. The average wages of teachers in common ungraded district schools, are more than that; and the average salary of principals of graded schools throughout the State, is three times that amount. Hence the statement at the outset, that if this provision of the new law goes into effect, unchanged, county school supervision will cease, and the office itself of county superintendent of schools, will be merely a name—a misnomer—and might as well be abolished altogether. Every capable and accomplished superintendent will be compelled to abandon the work and to engage in other pursuits, as several have already done in anticipation of the probable future, and none can or will be found to supply their places. The office, in nearly every county, will fall into the hands of persons who will seek it as a mere temporary means of subsistence till other employment offers, or into the hands of

young lawyers, physicians, clergymen and others, who will use it as a secondary adjunct to their regular pursuits, without even pretending to do much more than to handle the funds, keep the accounts, and receive their commissions.

I consider this a matter of grave concern to the people of the State. Were it otherwise I should have adhered to the purpose, long since formed, not to say anything about the county superintendency in this report, having had so much to say on that subject heretofore. But a strong personal disinclination must yield to a still stronger conviction of official duty, and I again appeal, most earnestly, to the legislature to so revise the law as to save this necessary and valuable feature of our common school system from virtual destruction—to so amend, that able and experienced teachers and educators may still be drawn to this field of labor, and that this noble State, after having so long been an example to sister States in the breadth and wisdom of her free school legislation, may not now draw back and sacrifice an element that has contributed so much to her pre-eminence. In this hope, and in order that members of the General Assembly may have before them all the facts necessary to a right apprehension and judgment in the case, I quote at considerable length from a carefully prepared address recently delivered by Mr. E. L. Wells. The object of the address is to present facts and opinions, drawn from a wide range of authoritative sources, as well as from the experience and mind of the writer, bearing upon the subject of school supervision in general, and of county supervision in particular, and especially upon the provisions of the law now under advisement. The citations are from different portions of the address. I think the information and suggestions will be found of value. Mr. Wells says:

“Most of the States of the Union, and several of the Territories, have provided for county, town or district supervision of schools. Twenty-three States have county supervision. The State Superintendent of Indiana says: ‘The success of any co-operative work must depend largely upon careful and competent inspection. Some one must be at the head who is familiar with the work in all its parts. This is eminently the case in the management of public schools. Every successful State has been led, by necessity, to adopt county and city superintendency. Some States have adopted it, and, fearful of its expense, have for a time abandoned it, and, finding it indispensable, have permanently resumed it. The success of our common schools depends more on efficient county superintendence, inspection and management, than any other one instrumentality.’

“Maine has its county school supervisors, who seem to be doing a good work in holding town institutes throughout the State. Its latest published report says of county supervision: ‘This agency, it is be-

lieved, has added 25 per cent. to the value of the school work. In Missouri, the county superintendents have been allowed compensation for sixty days of service in each year, and it is said 'more resignations of such officers occur than of any others in the State, for, they say: We cannot afford it.' Their State Superintendent was obliged to say, in his annual report, Forty-eight townships not reported. California, Iowa, Kansas, Michigan, Mississippi, Nevada, New Jersey, Pennsylvania, Rhode Island, Virginia and Illinois are the States that now have probably the best county supervision of schools. In California and Nevada, the county superintendent is elected for two years, and his duties are very much the same as in this State. The same, as to duties, can be said of Mississippi. When there are 2,000 people in a county of California, the superintendent must give all of his time to the supervision of his schools.

"A late State Superintendent of Iowa says, in his Biennial Report: 'It is now ten years since the first enactment of a law in our State creating the office of county superintendent of schools; and to the intelligent observer there can be little doubt that the rapid advancement which the schools have made within that time has been largely owing to efficient supervision. Everywhere it is believed to be the most efficient and the most economical method of supervision yet devised. To perform the duties of a superintendent well requires as much knowledge, as much talent, as much labor, as much time, and involves as much responsibility, as to discharge the duties of any county office whatever.'

"The county superintendents of Michigan and New Jersey visit schools more frequently than ours in Illinois. Michigan's latest report says: 'It is nearly four years since the organization of the system of county superintendents. Since then, great improvements have been made in the schools. The influence of the superintendent is seen in the general interest which has been excited in the schools.' The Pennsylvania report says: 'County superintendents have been appointed during the last sixteen years; and, wherever persons well qualified have filled the office, it has done great good, and is popular. The work thus done cannot, it is believed, be so well accomplished by any other agency.'

"The late Virginia law provides for the appointment of county superintendents, whose offices shall continue three years, and whose duties are very much the same as like officers in our State. The State Superintendent issued a circular, which was distributed to all parts of the State, to aid citizens in recommending suitable persons for county superintendents. He said: 'A county superintendent of schools should be a man of force, purity, education, influence and popularity. His chief duties consist in explaining the school laws, examining and instructing teachers, counseling district trustees, apportioning funds,

auditing accounts, attending to all school interests, and promoting generally a spirit of education among the people. A perfect county superintendent of schools would be a young man or middle-aged man of successful experience as a teacher, pleasant manners, irreproachable character, good speaking abilities, architectural taste, a turn for business, energy, talent, prudence, sound opinions, public spirit, zeal for the education of the people, and faith in the public school system. The man recommended for the office should be the one who combines the most of these qualifications among those whose services can be obtained.'

'New York has a school commissioner for each assembly district, making 113 for the State. Each has had an annual salary of \$800. The Superintendent of that State says: 'No part of the educational work is more important. It is indispensable to efficiency and success. It would be as reasonable to expect any other comprehensive enterprise to prosper without local oversight, as public instruction. What the schools need is not indifferent supervision, costing little or nothing, but honest and thorough supervision at fair compensation. Paying for such service, the State is entitled to receive it.'

'In some of the States the supervisory school officer has an area of territory under his jurisdiction much larger than a county. Arkansas has ten superintendents—one for each judicial district. Louisiana has six division superintendents. On the other hand, some of the States have town superintendents. Connecticut is one of them. Ohio has heretofore given very good reports of school enrollment, but the Commissioner of Common Schools thinks the estimate has been too large by 100,000. Much good school work has been done in the State, yet he says: 'The demand for county supervision of schools is on the increase. The resolutions passed by educational associations and by numerous teachers' institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency.'

'In Pennsylvania, where there is the township district, the directors can appoint their secretary a superintendent for the township, and pay him a salary. In New York the township superintendency was tried for about a dozen years, but it was found to cost more with less good results than the present plan of one superintendent for each assembly district. A Vermont report says: 'Under the present system, the educational interests of the town are in the keeping of from thirty to one hundred officials, consisting of prudential committees, district clerks, town clerk, and the town superintendent. \* \* \* As might be supposed,



with such an army of supervisors, very little supervising is accomplished, and that of a comparatively inferior quality, since what is everybody's business is universally regarded as nobody's business. It is for 1870: The failure of town superintendents to comply with the law deprives the report of statistics from more than one-ninth of the State.

"In New Hampshire, in 1869, the compensation for the school-committee men for visiting schools was \$11,279.33, or about three per cent. of the whole amount of money raised for public-school purposes. The same per cent. is reported for 1871. For visiting schools the past year Illinois paid her county superintendents three-fifths of one per cent. of the amount expended for public-school purposes. In Massachusetts in 1869, the average cost of town superintendence of schools and printing of school reports was \$19.46 for each school of the State, about 2½ cent. of all the money raised for the support of its public schools. The amount of money raised for each scholar in the public schools the year was \$16.00.

"The following, from the Massachusetts School Report of 1869, I think will be of interest.

Counties.	No. of Schools.	Expense of Superintendence printing School Reports
Barnstable.....	177	\$2,045 57
Berkshire.....	330	3,002 05
Bristol.....	318	7,211 52
Dukes.....	21	316 42
Essex.....	552	13,344 14
Franklin.....	250	2,049 17
Hampden.....	322	5,935 66
Hampshire.....	269	4,900 81
Middlesex.....	783	21,700 35
Nantucket.....	10	115 00
Norfolk.....	394	9,138 95
Plymouth.....	315	5,089 53
Suffolk.....	402	7,957 38
Worcester.....	817	13,573 13
	4,950	\$96,502 28

"We find that nearly all of the States think some sort of supervision necessary; that the county superintendency very generally prevails; that no progressive State can ignore the fact for any length of time there must be some kind of thorough supervision of her public schools; and that the town superintendency costs a greater per cent. of the money used to support schools, and in such States, excepting Massachusetts, the condition of schools seems to be not so good as in States provided with an average county superintendency.

"In Massachusetts the public-school system is as firmly fixed as a rock, or, as some of her citizens have said: educated brain is the commodity in which Massachusetts can compete with other States—

she lives by her free public schools. Their public school anniversaries are attended by their most distinguished citizens, and are held to be among their most honored occasions. They pay about twice as much per scholar for public schools, and about twice as great a per cent. as Illinois for supervision. At the last National Teachers' Association, which was held in Boston, the Massachusetts members were nearly unanimous in expressing their need of county supervision in addition to what they now have.

The agent of the Massachusetts Board of Education writes :

"It has been said, and with great truthfulness, that 'the most important branch of administration, as connected with education relates to school inspection.' It is asserted by some careful observers, that the Dutch schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only in Holland, and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of schools as is maintained in Holland, with such admirable results, is the weakest part, I think, of our Massachusetts system."

"I copy somewhat at length from the school law of the Province of Ontario, to show that our nearest neighbors have provided more fully than ourselves for school visitation and supervision :

*Visitation of Schools.*—The County Inspector shall visit every public and separate school under his jurisdiction at least once during each half year. He shall devote, on an average, half a day to the examination of the classes and pupils in each school, and shall record the result of such examination in a book to be kept for that purpose. He shall also make inquiry and examination, in such manner as he shall think proper, into all matters affecting the condition and operations of the school, the results of which he shall record in a book, and transmit it, or a copy thereof, annually, on completing his second half-yearly inspection, to the Education Department ; (but he shall not give any previous notice to the teacher or trustees of his visit.) The subjects of examination and inquiry shall be as follows :

(a) *Mechanical Arrangements.*—The tenure of the property ; the materials, dimensions and plan of the building ; its condition ; when erected ; with what funds built ; how lighted, warmed and ventilated ; if any class rooms are provided for the separate instruction of part of the children ; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, etc. ; how the desks and seats are arranged and constructed ; what arrangements for the teacher ; what play-ground is provided ; what gymnastic apparatus (if any) ; whether there be a well, and proper conveniences for private purposes ; and if the premises are fenced or open on the street or road ; if shade trees and any shrubs or flowers are planted. Whether the trustees have provided adequate accommodation for all children of school age, that is, between the ages of five and twenty-one years, in their school division. Whether the required space of nine square feet for each pupil, and the average space for one hundred cubic feet of air for each child have been allowed in the construction of the school-house and its class-rooms. Whether a well or other means of procuring water is provided ; also, whether there are proper conveniences for private purposes of both sexes on the premises ; and whether the regulations in regard to them are observed."

"With equal particularity the county inspectors (or superintendents) of schools in that Province are required by law to inquire into and report upon : *Means of Instruction, Organization, Discipline, Methods of Instruction, Attainments of Pupils* ; and a variety of other matters under the head of *Miscellaneous*.

"The school laws of that Province further provide :

*Authority of an Inspector in a School.*—The authority of an Inspector in a school, while visiting it, is supreme ; the masters, teachers and pupils, are subject to his direction ; and he shall examine the classes and pupils, and direct the masters or teachers to examine them, or to proceed with the usual exercises of the school, as he may think proper, in order that he may judge of the mode of teaching, management and discipline in the school, as well as of the progress and attainments of the pupils.

*Procedure in the Visitation of Schools.*—On entering a school, with a view to its inspection, and having courteously introduced himself to the teacher (if a stranger), or, if otherwise, having suitably addressed him, the Inspector shall :

(1.) Note in the Inspector's book the time of his entrance, and on leaving, the time of departure from the school.

(2.) See whether the business going on corresponds with that assigned to that particular hour on the time table, and generally whether the arrangements which it indicates agree with the prescribed programme of studies, and are really carried out in practice. If not, he should at once privately notify the master or teacher of the omission, and the penalty for neglect to observe the regulations.

(3.) Examine the register, and other school records, and take notes of the attendance of pupils, number of classes in the schools at the time of his visit, etc.

(4.) Observe the mode of teaching, the management of the school, and generally its tone and spirit; also whether the bearing, manner, and language of the teacher, his command over the pupils, and their deportment at the time of his visit are satisfactory.

*Intercourse with Teachers and Pupils.—Inspection.*—In his intercourse with masters and teachers, and during his visit to their schools, the Inspector should treat them with kindness and respect, counseling them privately on whatever he may deem defective or faulty in their manner and teaching; but by no means should he address them authoritatively, or in a fault-finding spirit, in the presence or hearing of the pupils.

*See to Attendance of Children at School.*—The Inspector should see that the provisions in the third section of the school act of 1871, in regard to the right of every child in the municipality under his jurisdiction to attend some school, are not allowed to remain a dead letter; but he should, where necessary, frequently call attention to the subject."

"In Ontario Inspectors are appointed from those persons who have passed certain examinations and have proved themselves successful teachers. Hon. E. Ryerson, who is at the head of educational affairs in that Province, gives the names of a large number of men who have shown themselves as the law requires to be qualified for the Inspector's office, and says in his letter to the county councils in the Provinces:

"I am sure your county council will feel with me how important it is to have an Inspector of Schools, practically acquainted with school organization, and thoroughly competent to examine and teach every class and every pupil in the school, and to see that the pupils are duly classified, and that every subject of the programme is thoroughly taught, and that the school is in all respects what it ought to be, and what it can be made. Heretofore the inspection of the schools has, as a general rule, been merely nominal, because the inspectors were, for the most part, not practical teachers, and not wholly devoted to the duties of their office. The new school act is intended to remedy this evil, and give to our school system the right arm of strength, by requiring that the Inspectors be practical men, and wholly devoted to the duties of their office; and I trust that your council will see that these important provisions of the act be carried into full effect, by not appointing any but a thoroughly qualified Inspector, who shall wholly devote, at least, five days in the week to his work, as does every school teacher. The office of Inspector is the highest prize held out in the school system for the meritorious teacher, and ought not to be snatched from him by any outsider, of whatever pretensions, more especially as no teacher of a public school can be legally qualified for the office except one who has obtained the highest grade of the highest class certificate of qualifications in his profession."

"Some of the larger cities and towns of the Union pay as much as five per cent. of their school funds for supervision, and some of them even more than that. The demand for good men to fill such positions is continually increasing. Men in other kinds of business are awake to their interests in providing for a wise, skillful and thorough supervision. Telegraph, railroad, manufacturing, insurance and other companies pay very high salaries for their best management. Builders often pay five per cent. to have their money wisely expended. It is said the Parker House of Boston has paid its chief cook a salary of \$4,000 per year.

"The labors of the county superintendent have two general divisions—office work, and work out of office. About one-third of the time is given to office work. This is so various, it would be difficult to give

a proper understanding of it to persons unacquainted with such office work. Treasurers' bonds must be kept in valid shape. Elections of trustees must be urged, and called when not otherwise held, and returns must be filed and proper entries made. The books and records of the office must be fully and correctly kept. The loaning and securities of the county school fund, and the distribution of the State and other school funds, must receive attention. Many series of examination questions must be written, examination papers must be marked, and however much it is desirable to have all teachers work at public examinations, yet it is more theoretical than practical to turn a candidate away after he has traveled ten or twenty or thirty miles to find the superintendent in his office. Such candidates are generally those who were not in the county, or who did not intend to teach, at the time of public examinations. Reports must be made to the board of supervisors, and to the State Superintendent of Public Instruction. The last-mentioned reports are exhaustive, and require much time, in correspondence and otherwise, to have them in good shape—much more time and attention than would be necessary if all reports upon which they, for the most part, are dependent, were complete and correct. Examinations and appointments to the State Normal University, and the distribution of school-laws, reports, and other public documents, must receive attention. The fines and forfeitures due the school fund must be looked after; and it requires blanks, and correspondence by circular and letter with all the county magistrates and clerks of courts of record.

"The correspondence of the office is voluminous in the aggregate, and upon a thousand and one items of educational interest in the county, of which explanations and opinions of the school-law require much time and the most careful consideration. With us, the board of supervisors has authorized the county superintendent to furnish, through his office and the offices of the township treasurers, at the expense of the county treasury, all of the school election blanks, blank school reports, etc., that may be needed for general use in the county, and not otherwise provided by law. These blanks will secure system and uniformity in school work, save time and trouble to school officers, and expense to the county. On account of the number of kinds of these blanks, and the suggestions placed upon them to assist school officers in the better discharge of their duties in the use of them, and the distribution of the same throughout the county, no little time and care is sufficient to do the work well. Circulars are to be issued as seem necessary to secure better educational work.

"The work out of office is of various kinds. When the county is large and the railroad facilities for travel within its boundaries are poor, instead of requiring all of the teachers to meet the superintendent in his office, he should hold examinations at such localities as will be for

their greatest convenience. Much less time is occupied in thus examining teachers in classes than would be required to examine them one by one, as they might, perchance, meet him at his office. Requiring teachers to be re-examined as often as they desire certificates is an incentive for their improvement ; the superintendent becomes better acquainted with them personally, and the methods and results of granting certificates only after a thorough and satisfactory examination by the superintendent in person are in strong contrast with those where the work is done by several examiners, in different parts of the county, who will be more or less biased by prejudices, and who can not work with uniformity ; and the contrast is still greater when certificates and renewals are sent by mail, so that in time they are ordered and sent like stocks in the market.

“The work of visiting schools occupies the large part of the superintendent's time. It is a work the benefits of which can be seen only in part, except by the superintendent. The people of the district, township and county may feel that the schools, as a whole, are gradually becoming of a better grade—that each year their teachers have been enabled to do better and more thorough work ; yet they can not know just how it is done, as can the faithful superintendent. He is acquainted with all the teachers ; he meets them at examinations, at institutes, at their schools and at their homes, and from month to month, and from year to year, he sees, as no one else can see, their growth in intelligence and good works. He visits their schools to assist them to do better work. They welcome him, and know that when he criticises, it is for their good. . The particulars of visitation can not well be told. The same method is not pursued in any two schools. His work is adapted to the wants of the school—in any way that can help to make the school a better one in discipline, in methods of teaching and of study, the teacher a more faithful and competent one, and the scholars better thinkers and workers. It is not for the superintendent to have a pleasant ride, partake of a good dinner, have a good visit with some kind acquaintance, stay a short time in the school-room, and at the close of the visit to make a set speech ; but it is to drive, in rain and snow, heat and cold, through mud and drifts, as well as in fair weather and over good roads—to some times go without a dinner, whenever it is necessary to do so in order to reach another school at an early hour, and, in every way possible, to make his visit to the school a useful one. The constant change of teachers makes these visitations the more of a necessity. The teacher may have sufficient scholarship to enable him to procure a certificate, but he may have been twice as long in obtaining this knowledge of books as he ought, and his pupils ought not to be obliged to do as he has done. He may be teaching beginners in reading by the old A B C method, and may know nothing about the word and other methods that

are much better. He may have his pupils reading, at each recitation, two or three or four lessons of dead words without a live thought. He may need assistance in the use of black-board, maps and globes, in arithmetical analyses and explanations, in making the grammar and other branches interesting as well as beneficial studies. He may not know how to assign work and make good workers of his pupils; he may not know how to conduct recitations well; he may need advice in reference to the disciplining of his school, and in many other ways he may need the aid of the superintendent to help him the better to discharge his duties. Many have been the expressions of thankfulness from teachers, for assistance thus rendered them upon visitations of their schools. They are desirous of knowing how to do better work, and ask many questions about such matters as the superintendent fails to notice in his limited visits. Directors and other citizens of the districts are urged to visit the schools with the superintendent, and there and outside of the school the school-officers are advised in relation to their duties in supplying whatever may be necessary for the comfort, convenience and instruction of the pupils, and in relation to text-books, school records, reports, etc.

"Some schools, in the corners of large counties, are twenty or thirty miles from the office of the superintendent, and annually thousands of miles of travel are required to visit all of the schools. Much of the driving is done early and late, in order to spend as much time as possible in each school room. The people are very hospitable to the superintendent, and extend to him many invitations to visit their homes, which he gladly accepts and appreciates; yet each year it costs him in this State an average of about \$200 for traveling expenses. The earnest and faithful superintendent is worthy of his hire, and his office ought certainly to rank with the other county offices. It is as useful, and to fill it well takes as much talent, as much energy, as much firmness, more expense; and surely it is not as pleasant to be away from one's home the most of the time as to have work in an office at home, always warmed and furnished, and at no expense to its occupant.

"The institute work does not take a great many days of time, yet it is a very important part of the superintendent's labors. Institutes should sometimes have the aid, among their instructors and lecturers, of some of the best talent of the country. The services of some of these men are secured months and sometimes a full year in advance. These engagements require much correspondence, and an extensive acquaintance with prominent educational men is found of great advantage in securing their assistance.

"Teachers' drills are sometimes held by the superintendent, in localities where the teachers of one or more townships can be convened. The drill work and lectures being of the most practical character, the teach-

ers become more earnest and better qualified for their work, and the citizens of the locality, interested by the exercises and lectures, become better helpers in the educational work. The late change in the law seems to make it the more necessary that teachers' drills shall be held of several weeks' continuance. At the one we have recently held for four weeks, 135 passed the examinations in the four new branches of study, who, with the teachers that hold certificates until next spring, will give us a good supply for the winter. By having this supply, a considerable sum of money will be saved to the county, while the drill only costs the county the per diem of the superintendent and about \$30 for incidentals. The new law also makes it the duty and gives the power to superintendents to remove school directors, in case they do not perform their official duties as the law requires. At times, the superintendent is called to hear and settle difficulties that arise in school districts in different parts of the county. Litigation is often thus avoided. There are other labors of various kinds which I have not now time to mention.

"The question is not who shall be county superintendent. It matters but little to the State whether you and I hold this office. There are many other men that will make as good superintendents. But the question is, What is for the best educational interests of the State?—and we have as good a right as others to express our opinions upon it. If we are fit for the office we hold, our employment does not depend upon our positions, for we can very soon step into other callings that will pay us fully as well. We ought to know better than other persons the benefits of our work, and think it not out of place to express our opinions, even at the risk of being charged with having an extreme fear of being deprived of our positions.

"There is no other officer of our land that has more important duties than the county superintendent; and to perform his duties well, he should be a man well qualified as to knowledge of books, especially of such topics as are generally taught in our common schools; he should be well acquainted with practical school room work, especially with primary teaching, as his greatest work can and should be done in schools of elementary branches; he should be a man of great energy, and devote his whole time to the duties of his office; he should be a man of the best habits and character, one that can command the esteem of scholars, teachers, school officers, and the public generally; he should have firmness sufficient to withstand the overinfluences of friends or strong inducements to grant certificates to candidates unworthy and unqualified to become teachers—should be willing to give money to a needy girl or maimed soldier, rather than certificates to such unqualified ones; he should work faithfully and honestly for his pay; and, in fine, he should be a live, qualified, faithful and honest man, who should attend

the Association of County Superintendents, the State Teachers' Association, etc.; should take and read the best educational journals of the day, should hold institutes, and in every way should strive to make his county among the best, educationally, in the State.

"The salaries of the county superintendents ought not to be left to the action of the county boards, which, as the law now stands, will be the case after the expiration of the present term of office. Where the complaint is that the services are not worth the pay, the boards will limit the work, instead of procuring better men to perform it. By cutting off the visitation of schools, the superintendent will not be employed in school work one half of his time, and he must obtain other employment in part. The result will be that the work that is to be done will generally be given, as a few years ago, to young men that wish to prepare for some other business of life, and need the money the office will give to pay their expenses. With them the school work will only be a temporary and a secondary work. The visitation of schools will not only be cut off, but the other good work of the office will be crippled to a great extent. The men who are best fitted for the positions will generally not be willing to risk the action of county boards, when there is uncertainty. And there are but few counties in the State where efforts would not be made to restrict the labors of the superintendent. Some men will oppose him because he has refused certificates to their friends, and that, too, when the refusals were just.

"Under the present law, after the present term of office, when the county board thinks the superintendent will be unjust or otherwise unqualified, it can appoint 'two competent and discreet persons, at their first meeting after the election,' to assist in the work of examination and the granting of certificates. The county superintendent will also have other opponents, men who do not appreciate his work. They will not be among the best friends of public schools, but rather among those who do not see in educational work any advance since they were boys—who see the county paying a man \$5 per day for riding about and doing nothing. They can see in the offices of the circuit clerk and recorder, the treasurer, the judge, and the county clerk, piles of books that have been accumulating for many years, and they believe these officers are doing something. The sheriff arrests the horse-thief and performs his other duties, and everybody thinks he is worthy of his hire. Their services are appreciated, and no one says abolish their offices. But the superintendent's work is more upon mind than matter; it is spread over the county, and not piled upon shelves in an office; it is to prevent crime, and litigation, and expenditure of the county money for the evils of ignorance; and opponents, 'having eyes that will not see,' are blind to the sure evidences of advance in the value of school work, which, in great part, is owing to thorough and honest supervision.



"There is no excuse for the individuals who do not do their work well and faithfully. If honest objections to the officer should result in the abolishment of his office, we soon should have all the offices of our country abolished. County treasurers have proved defaulters, judges of courts and sheriffs have been bribed, legislators have been bought, corruption is charged to representatives, senators and presidents, and incompetency to some persons of every office; but who says abolish all of the offices to remedy the evils? The evils are chargeable to the people that place improper men in responsible positions, rather than to the laws that create offices that are necessary to the safety, growth, development and prosperity of a government."

"The superintendent of Minnesota says, in his last report: 'As the law now stands, it is left with the county commissioners of each county to determine the compensation their own superintendent shall receive. If the board of commissioners were always composed of the best material in the county, this would do; but, unfortunately, in very many instances this is not the case. Even when the board is composed of men of fine business capacity, in a majority of counties they are men possessing no knowledge of school matters, and have very little idea of the duties of, or the labors required to be performed by, their county superintendent.'" "In Wisconsin, the county supervisors fix the salaries of their county superintendents, and here is what their report says about their school supervision: 'In about one half of the State the county superintendents are active and efficient, and spend a large share of their time in visiting and supervising the schools. In the other half the schools are neglected, and left to take care of themselves, so far as supervision from any one outside of the local district is concerned. This failure in the matter of the supervision of schools is the result of two causes: first, the payment of inadequate salaries to superintendents; and second, the election of incompetent persons to the office of superintendent. The second evil is, to some extent, an effect of the first. Men who are competent to hold the office cannot afford to take it for the meagre compensation allowed in most counties. The county superintendent ought to be a well educated, experienced teacher—the equal of any one in character and moral worth. How can we expect such a man to serve the people for from \$300 to \$800 per year, and bear his own traveling expenses, while in many of the graded schools under his jurisdiction the principals are paid from \$1,000 to \$1,500? The consequence is that men seek the office who are not qualified to fill it; the people complain that their schools are not visited, and the board of county supervisor try to remedy the evil by cutting down the salary, reasoning that if he does not perform his duty for the salary paid, he ought to receive a smaller sum; whereas, the true theory is to pay the superintendent such a salary that he can afford to devote all his time to the work.'

Illinois has taken a long step backward ; but let us trust to the wisdom of a great and noble State, that she will not sacrifice permanently one of her greatest helps to a high standard of popular, free education, but that she will soon establish a well-qualified school supervision, with a liberal compensation so adjusted as to be equitable to all counties, and sufficient to secure and continue in employ such men as will both give an equivalent for their salaries, and will create a public opinion in their favor which will withstand all opposition."

#### FURTHER DISCUSSION OF THE SUBJECT.

I am persuaded that county supervision cannot be dispensed with without serious detriment to the free school interests of the State. I believe that its benefits are so obvious and manifold, that it ought to have and will have a permanent place in the final adjustment of the working forces in every State school law—that experience has abundantly demonstrated its claim to be regarded as an indispensable part of the true American system of school supervision. As stated by Mr. Wells, the late National Educational Convention, in which the government itself was represented by its able and efficient Commissioner of Education, and three-fourths of the States of the Union by their most intelligent and experienced educators, distinctly affirmed its concurrence in this view, by its approval of the report on school supervision, presented by an eminent teacher of Massachusetts, in which the place and value of the county superintendency in every well devised scheme of State education, were clearly shown and forcibly argued. The tendency of the best thought and ripest judgment of educational men in this country, is unmistakably in the same direction. It can hardly be doubted that the model system of school supervision, the ultimate system of the future, will embrace as its essential parts, the State, the county and the town.

#### QUALIFICATION'S NECESSARY.

And I am convinced of another thing, that sooner or later, and the sooner the better, there must and will be some effectual means provided to secure *competent and qualified* county school inspectors. Around the fact that in some counties the office is held by persons notoriously unfit for the position and incapable of performing its duties, cluster nearly all of those objections to the office which have in them a color of reason and force. While it is true that the remedy is in the hands of the people, who are free to elect whom they will, it is nevertheless the fact that unsuitable persons continue to be chosen with scarcely diminished frequency. It is believed that this great evil *can* be reached, and that it *ought* to be, as speedily as possible. The interests involved are too weighty, the results too far-reaching, to be needlessly sacrificed. No one

respects the rights of the people in the selection of their public servants more than I do, but when years of trial demonstrate that the vital matter of school supervision is not safe under the policy of unrestricted choice—that year after year the welfare of the schools is sacrificed to partisanship, sectarianism, local dissensions or indifference—there should be some limitations. It is a solecism in our school system that while no teacher can be employed, or paid, in any school district in the State, under any circumstances whatever, without due examination and licensure; no conditions or qualifications of any kind or degree are required of the man who conducts the examination, and issues, or refuses to issue, the license. He may be the first gentleman and scholar in his county, pre-eminently worthy in character and attainments; or deplorably lacking in intelligence, scholarship, morality and refinement—it is all the same in the eye of the law, under the present arrangement. It is submitted that this is neither reasonable nor safe—the wise purpose of the law in requiring proof of the fitness and competency of teachers, is obviously liable to be negatived and nullified in any county at any time. Some evidence of competency and fitness, some tangible proof of reasonable qualifications for the office, and of capacity to discharge its duties, should be made a condition of eligibility to the office of county superintendent of schools.

We have reached something like a crisis in the history of our free school system, and especially in this important arm of it. Every friend of education sees and feels it. We must advance or recede. County supervision is especially assailed, as unnecessary—useless. We know that this opposition can have but two chief sources: an unintelligent view of the nature and necessity of such supervision, and the poor quality of the service rendered, in some of the counties. The first is beyond our reach, the second is not. We cannot, at will, make men see this matter as it really is; but we can give some guarantees that the work shall be well done. Shall we, then, let the county superintendency go by the board, or be divested of its essential attributes and rendered worthless as an educational force; or shall we stand firmly by it, and disarm future opposition of its chief weapons, by guarding the door against the entrance of incompetency or unworthiness? That is the question; and the time is coming, if it be not already at the door, when we must do one or the other.

#### FOR THE PUBLIC INTEREST.

To provide by law that county school inspectors shall possess certain designated qualifications for the office, is reasonable. It merely declares that an officer charged with duties wholly unlike any that devolve upon citizens generally; duties that are unique, exceptional, peculiar, and semi-professional from their very nature—should have a corresponding preparation therefor. Such a law would be in the interest of the whole

people of the State. Its aim would be to call the very best available man to the head of the common school work in every county.

#### WARRANTED BY ANALOGY AND PRECEDENT.

Nor would such a requirement be without the ample support of precedent and analogy. A Surgeon in the Army or Navy must hold the Diploma of a legally organized Medical School, while no vouchers of fitness are required of common soldiers and sailors. Because the duties of the former cannot be performed without special preparation, while those of the latter are such as any intelligent, able-bodied citizen can perform. Attorneys, clergymen and other professionals, must be duly licensed. There are qualifications of office, of citizenship, and of suffrage, already prescribed by State and Federal constitutions and laws. The people should not be restricted in their selection of a public servant, it is said. But they *are* restricted. They cannot elect a foreign-born person to the Presidency of the United States, though he were the embodiment of all the wisdom and of all the virtues. In the choice of Governor of this State, the people are restricted; first by the arbitrary line of gender, whereby one-half of the whole population is ignored at the outset; then by the prescribed rule as to age; then by the item of citizenship; then of residence, etc. Some, or all, of these qualifications are required of every civil officer, limiting and restricting the people's right of choice. And, compared with the qualifications proposed to be imposed, these existing restrictions are rigid and arbitrary. It is quite possible for a foreign-born citizen to make a good President, for a woman to make a good Governor, for a man to make a good Lieut. Governor who happens not to have been five years in the State, and for another to be a good Senator who is under 25 years of age—but it is *not* possible for an ignorant, illiterate and inexperienced person to make a good County Superintendent of Schools.

Then there is the right of suffrage, a right paramount, in theory at least, to all other civil rights in this county. Qualifications are demanded as a condition of the exercise of that great right, and always have been. It is restricted by age, sex, residence, citizenship, property, and in other ways. The people cannot elect whom they please to office, nor can all vote who desire to. They must please to elect whom the constitution and laws declare to be eligible. The analogy is also sustained by the provisions of existing school laws, as already stated, and by the long settled policy and practice of other States and countries. Qualifications for this office have been required for many years in the State of Pennsylvania, with excellent results, and the Superintendent of that State informs me that if the conditions were again to be fixed, they would be made much stricter. Other States have similar laws,

and yet others propose to have. The stringent requirements for the county inspectorship in the Province of Ontario have been quoted. How it is in Holland, Germany, and other European countries, is familiar to every reader of current educational history. Here only, of all the enlightened and cultivated nations of the world, is it *possible* for the Governor of a State to be obliged to commission as superintendent of schools, a man unable to read or write, correctly, a sentence in his vernacular tongue.

#### WARRANTED BY THE CONSTITUTION.

Again, it is believed that such a requirement would be constitutional. Indeed, it seems hardly too much to say that it is enjoined by the organic law. Particular attention is invited to this point. Note the language: "There may be a county superintendent of schools in each county, whose *qualifications* shall be prescribed by law." That is, while this officer continues to hold a place in the school system, the legislature shall prescribe his *qualifications*, in order to render the office more useful and efficient. What else can the language quoted mean, and what else can be its object? Does not the organic law seem to enjoin appropriate legislation on this very subject? Is it not enjoined also by the 19th section of the schedule, which declares that: "The General Assembly shall pass all laws necessary to carry into effect all the provisions of this constitution?" The terms employed are remarkable: It is affirmed of no other officer, in the constitution, that, in addition to other matters, his special fitness for the position, his "qualifications," shall be a subject of legislation.

Let me here call attention to another point which seems noteworthy: Section 8 of Art. 10 of the constitution enumerates the different officers which must be elected in every county of the State. In this enumeration, no mention is made of county superintendents of schools—they are not included or in any manner referred to. Section 10 of the same Article makes it the duty of the county board to fix the compensation of all county officers. Section 5 of Art. 8 makes it the duty of the General Assembly to fix the compensation of county superintendent of schools. Here is a conflict, apparently. Assuming that superintendents of schools are county officers, their compensation must be fixed by the county board, for that board is to "fix the compensation of *all* county officers." Section 5 of Art. 8, declares, on the contrary, that the legislature shall fix the compensation of these same officers. How can both of these requirements consist together? How shall the conflict be reconciled? It is absurd to suppose that the compensation is to be fixed by the Legislature directly, and by the county board, too. It is to be done by *one* of them only—which one? By the legislature, it seems to me. Notice again Sec. 5 of Art. 8: "There may be a county superintendent of schools in each county, whose qualifications, powers, duties,

compensation, *time and manner of election*, and term of office, shall be prescribed by law," that is, by the General Assembly. These several items: qualifications, powers, duties, etc., stand together—they are all in the same category. The power that is to determine *one* of them, is to determine *all* of them. This is self-evident, and the only logical construction of the language. But can it be supposed that the county board can prescribe the "time and manner of election, and term of office," of county superintendents of schools? Clearly not. And if not those items of the category, then none of them. The conclusion seems irresistible, that the Legislature alone is to prescribe and determine each and every point named in the section, and that county boards are without jurisdiction in the premises.

In the light of this examination, are we not warranted in this view of the whole subject: That Art. 8 of the Constitution makes the free school system, in all its parts, a *State* interest, in a peculiar sense? That the Commonwealth of Illinois herself, assumes the responsibility, and undertakes to provide for and operate the entire mechanism which she has devised for securing the education of her youth? And, hence, that superintendents of schools are not county officers in the sense that those are so, who are mentioned in Sec. 8 of Art. 10; but are to be regarded as, in a sense, the agents and ministers of the State itself, to assist in carrying out the provisions and requirements of the system, in the several counties. It seems to me that this is the right view of the case, and the only one that makes everything plain and harmonious. It is moreover a higher conception, than any other, of the statesman-like aims and purposes of the framers of the constitution. No insurmountable difficulties are seen, or believed to exist, in the way of carrying into practical and successful effect the provisions suggested; and it is believed that the policy of a qualified county superintendency should take its place among the approved and established principles of our free school system.

#### VIEW OF AN EXPERIENCED EDUCATOR..

Since the preceding pages were written, the Hon. Willard Woodard, who has given much thought to the subject, and who was for many years a teacher of distinguished ability and success, has delivered a public address, from which I am permitted to make the following extracts. It will be seen that he fully sustains the positions assumed in this report:

"A careful examination of the law will convince any thinking man that each and every duty must be performed to give unity and efficiency to the system. It will also be observed that it will require intelligence of a high order, and a practical knowledge of schools. He is to visit, note methods of instruction, judge of text books and discipline, give directions in the science and art of teaching, be adviser and assistant to officers and teachers, to conduct institutes, elevate the school standard

and examine teachers. To do this, he should be the best teacher in the county. He should have time. If the work is worth doing, it is worth doing well. It is believed that the clause limiting the power of visitation and placing this officer under the direction of the county board, is a mistake.

"The party assuming the responsibility of controlling the schools and improving them, should know best how much time ought to be expended. This has been the case heretofore. The power has not been abused to any great extent. Wrongs of this kind could be righted at the next election. Our great progress for the last four years has been largely due to the manner in which county superintendents have discharged their duties. It will be found as a rule, 'with very few exceptions, that the best schools are in counties where the county superintendent has spent most time in visits.

"If we are to fight a battle, we want our general to have his headquarters in the field. How can he labor in '*every practicable way* to elevate the standard of teaching,' when he is prevented from taking, if not the only, *certainly the most practicable way*. Much, perhaps, may be done at institutes to 'elevate the standard of teaching.' A boy may be taught swimming by practising the movements on the parlor floor. Our confidence in such teaching would not lead us to trust his first efforts in deep water far from shore.

"Annually in every county there are a number of young persons who commence their first school. They need watching, assistance, encouragement and kindly advice. The school-room is the place to do this work. It cannot be done so well elsewhere. Failures of young teachers do not often occur from lack of effort. They result from misspent strength. Here and now the services of the superintendent are needed. Not a visit 'once a year' but *daily* if need be, until the teacher succeeds or is discharged. It would be found to be a 'stich in time.'

"Thousands of dollars and years of educational life might thus be saved and much district strife prevented. There is not a county in the State where there is not work enough for one good man to devote 300 days of hard work, that would give ten-fold returns for the expense. Alexander is the smallest county, having but 22 schools. Calhoun is next, having 32 schools. In the former county visits could not be made oftener than once a month. We mean of course a visit long enough for the purpose of doing the school good. We shall find in larger counties work for two or three men. Bureau county has 212 schools, Fulton 221, La Salle 283, McLean 241, Ogle 124. If our theory of visits is right it would hardly seem to be necessary to place the power of limitation in the county board. If we had twenty two stores or twenty two work shops we should employ at least one superintendent and expect him to give all his time to the business. We would not hold him responsible

for a proper conduct of affairs if we did not allow him to make *but one visit a year*.

“Our county superintendents must be competent, experienced teachers. Why not? Can he conduct the examination of teachers unless he has the necessary literary qualifications? How can he be a ‘constant assistant and adviser’ if he is not familiar with the work? He should be required to hold a State certificate. Who would be injured, but the incompetent? It would do much to raise the standard. It would be giving expression to a wide-spread conviction of our most intelligent people. Its influence would be similar to the provision of our school law requiring the study of the natural sciences, in school.

“It was objected that teachers were not competent. But witness the effort that has been made all over the State. It has done more to raise the standard of teaching than any other provision of the school law. Teachers who were too ignorant or too indolent to make the effort have quietly dropped out and sought employments more congenial to their tastes. Who mourns their departure? The requirement of qualifications would drive off, as candidates, those who were not willing to make the effort to prove their competency. The declaration by legislative authority, that the candidate must possess such qualifications, would call the attention of the people to the demands of the office. Such a law was contemplated by the framers of our constitution.

“Public offices are public trusts. Officers are servants. They should be selected because they know how to perform the work. The higher the standard the more honorable the position, and the better the pay. In making the selection, we have the half dozen candidates on one side, and on the other every child in the county, with a right to the best education that the schools can afford. If personal kindness is to influence, let it be in behalf of the children. Party fidelity and the dictation of the caucus should be ignored. Few men secure appointments as superintendents and engineers on railroads because they are good Republicans or Democrats, or because they have been unsuccessful in other business. Railroad and bank directors and successful men do not make large investments in sympathies for incompetents. The same rules should be applied to teachers and school officers. Teaching will never be a profession that will command the best talent and the highest honors of the State until this is done.”

#### RECOMMENDATIONS.

It is therefore respectfully recommended that the compensation of county superintendents of schools be fixed by the legislature, directly, and not left to the varying and uncertain action of county boards—that the compensation be not a per diem, but a definite sum, the amount not to be the same for every county, but more or less, according to the size of the county, the number of inhabitants and schools, and the amount



of work to be done—that the salary be sufficient to secure the services of competent and experienced men, who shall be required to devote their whole time to the duties of the office—and, finally, that certain appropriate qualifications be prescribed and enforced as a condition of eligibility to the office.

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#### EXAMINATION OF TEACHERS—CONFLICT OF JURISDICTION.

The provision requiring examinations of teachers to be conducted jointly by the county superintendent of schools and two other persons appointed by the county board, cannot be commended. It creates a conflict of jurisdiction that cannot fail to be highly detrimental. In all cases of disagreement between the superintendent and the appointees of the board, touching the qualifications of a teacher, the appointed examiners will be likely to stand together on one side, against the superintendent on the other, and thus the judgment of the latter, however correct and just, will generally be overruled. The same conflict will be liable to occur whenever a certificate is to be renewed, for either of the parties may, "at their option," renew certificates at their expiration. The superintendent, having visited the school and informed himself of the facts, may know that the teacher has not succeeded, and that his certificate ought not to be renewed, at least not without another examination. But the appointees of the county board may, nevertheless, at their option, renew that teacher's license, and fasten an incompetent instructor upon the public for another period of one or two years. And again, in the matter of the revocation of certificates, the same clashing of opinion and jurisdiction will impend, for here, too, either party may act at its own option. The *examination* must be conducted by the superintendent *and* the appointees of the board, while *renewals* and *revocations* may be made *either* by the superintendent *or* the two examiners; each party may act in either of these two important matters, not only independently of the other, but without the other's consent or knowledge. Two co-ordinate and apparently harmonious, but really and inevitably, rival and antagonistic authorities are thus established, and teachers and people will be constantly appealing from one to the other. If the superintendent declines, for cause, to renew an expired certificate, the teacher, or his friends, apply to the examiners who grant the renewal. If some petty charge is brought against a teacher, which the superintendent knows to be either unfounded or insignificant, and no sufficient cause for revocation of license, he is nevertheless powerless to prevent the examiners from revoking the certificate, and wrongfully degrading the teacher. It is difficult to imagine a more diversified and injurious muddle than that which will ensue, in respect to the examination and

licensure of teachers, when this provision takes effect. It is believed to be wrong in principle, and inevitably bad in its effect and tendencies.

The examination and licensing of teachers is the most important duty that any school officer has to perform—it requires more ability, discrimination, discernment, good sense and sound judgment than any other, and it should therefore be the very last to be put at hazard, or entrusted to inexperienced or incompetent hands. That duty has hitherto been committed wholly to the county superintendent of schools, to be performed either by himself in person, or by examiners of his own appointment, or over whose appointment and action he has a supervisory control—and it is firmly believed that there it should remain. It is one of those duties in which a special trust is reposed in the assumed ability, judgment, skill and learning of the officer himself, and which should not therefore be delegated to others. It is not a duty of a merely clerical, formal or ministerial nature, in which no special confidence is reposed in the peculiar qualifications of the officer. To provide that this high duty shall be performed, indifferently, by the officer especially charged therewith and presumed to be peculiarly competent therefor, or by any two men whom the county board may chance to designate, is hardly less extraordinary than it would be to require a judge to sit, as such, with two such persons as the county board might appoint, and have his judicial acts liable to be traversed, revised or reversed, by such irresponsible outside parties. In matters purely ministerial, where the law prescribes definitely the manner in which the thing must be done, such as the collection of statistics, making up statistical reports and tables, recording, copying, arranging, abstracting, and filing official papers, etc., the aid and service of others may properly be employed; but some of the duties of a county superintendent, such as the visitation of schools; giving directions in the science, art and methods of teaching; advising with school officers; deciding questions under the school law, and, pre-eminently, determining the qualifications of teachers, are, as has been remarked, in the nature of a special trust or confidence in the intelligence, learning and judgment of the superintendent himself, and cannot properly be delegated. The superintendent should be held to a strict accountability for the manner in which he acquits himself of the trust, and for the character, scholarship and competency of those whom he licenses to teach; and to enable him to meet such accountability, he should have exclusive jurisdiction and ample powers. No certificate should be valid without his official signature; no examination should be lawful unless conducted by him, or by examiners designated and approved by him; and in like manner, the renewal and revocation of certificates, and the re-instatement of teachers whose certificates have been revoked for cause, should vest solely in him. So it has been heretofore, and no other provision of the law has, upon the whole, worked more

satisfactorily. For any neglect of duty, or any exercise of unwarrantable authority, or any abuse of powers conferred, he may be summarily removed by the county board—till then, he should have exclusive supervision and control of the examination and certificating of teachers.

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#### CONDITIONAL APPORTIONMENT OF FUNDS.

The law is amended so as to require all distributable funds to be apportioned to school districts on the enumeration of persons under twenty-one years of age. The rule of distribution to districts has heretofore been, from the foundation of the free school system, one-half on the number of persons under twenty-one, and the other half on attendance; and it is the nearly unanimous opinion of experienced teachers, school officers and observers, so far as I know, that this time-honored rule of distribution, so just and proper, and which years of trial have demonstrated to be so beneficial, should not have been disturbed. There is abundant and conclusive proof that the effect of the apportionment of one-half the funds on attendance, has, from the beginning, been to bring to bear a strong and salutary incentive to secure a larger attendance at the schools. The withdrawal of this incentive is already producing a marked effect upon the attendance in the common district schools, and the evil may be expected to increase so long as the new rule of apportionment prevails.

It would seem probable that it was not really the intention of the last legislature to make any change that would have the effect to diminish attendance, but that in revising the basis of apportionment to counties and townships, the rule was made to include districts also, rather for the sake of uniformity than from any definite idea of its effect upon the element of attendance. The new rule of distribution by the state auditor and county superintendents has been, and is, highly commended, but it will be considered that the objection we are speaking of does not in any sense attach to those apportionments. For these reasons, and many others that cannot now be stated, it is respectfully recommended that the old rule of apportionment to districts be restored.

#### LIMITATION OF TAX FOR SCHOOL PURPOSES.

The tax that may be levied in any one year for all current school expenses, or for "educational purposes," in the language of the law, is limited to two per cent. upon the assessed value of the taxable property of the district, estimated upon the last preceding assessment for state and county taxes. The exact language is, "not to exceed two per cent. for

educational, and *three per cent. for building purposes.*" The words I have italicized are liable to mislead. The whole section in which they occur (43d) is devoted to an enumeration of those things which boards of directors may do without a vote of the district, and the first impression of the reader is that directors may, as directors, and without a vote, levy a tax of three per cent. for building purposes. But they have no such power, for a subsequent section, the 47th, conditions the raising of money for building purposes, whether by the issuance of bonds or by taxation, upon a vote of the people first had thereon. Hence, the power to tax for building purposes, seemingly conferred upon directors in the 43d section, is negated by the 47th section, and the phrase quoted from the former is therefore of no effect or significance, and might better have been omitted. The simple provision remains that the tax for all current school expenses whatsoever, can not exceed two per cent. per annum. The effect of this will be in some instances, to render it impossible for directors to comply with the law requiring schools to be sustained five months or more, and it is therefore recommended that the maximum rate be sufficiently increased to enable every district to comply with the requirements of the 48th section, in respect to the duration of schools.

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#### SCHOOL MONTH.

The new law, section 54, provides that "the school month shall comprise twenty-two school days actually taught." This provision has caused great confusion throughout the State, with no apparent compensating advantages. It is so anomalous and arbitrary, as to make it difficult to avoid the conclusion that it must have been an inadvertence. It is assumed that it was not the intention to require teachers of common schools to teach on Saturday or Sunday; the latter being excluded, by statute, from the number of working or business days, and the former, by almost universal and immemorial usage, from the number of school or teaching days. In a year, of three hundred and sixty-five days there are one hundred and four Saturdays and Sundays, leaving two hundred and sixty-one teaching days, or an average of twenty-one and three-fourths to the month. Twelve months of twenty-two days each, amount to two-hundred and sixty-four days, or three more than the whole number of school days in a year. Hence, if a teacher were employed for twelve "school months," as defined by law, it would require three days more than a full calendar year to complete the engagement, unless he should make up the time by teaching on Saturday or Sunday. In like manner, in more limited periods, of three or six months, it will generally be the case that the rule of the law cannot be literally complied with, because there will not be three or six times twenty-two "school

days" in the given period. This is the fact with respect to the first six months of the school year commencing Oct. 1, 1872.

But there are, if possible, still greater objections to the present legal school month, "Twenty-two" is an awkward, inconvenient, troublesome number. It is not the multiple of any other number connected with common school work and usage, and is therefore not readily manipulated and estimated by teachers and school directors. It leads to fractions and fractional calculations, to mistakes and errors and petty perplexities and vexatious delays in settlements with teachers, and to annoying differences of opinion between directors and treasurers. The aggregate magnitude of these individually little vexations will be appreciated when it is considered that each one of our twenty-one thousand teachers is entitled to settlement and payment every month. If there are any counterbalancing advantages, I am unable to see them. It does not affect the question of wages in the least, for these are regulated by contract, and vary in exact proportion to the number of days required to be taught for a month, or other unit of time. I do not see that it benefits the people, the districts, the schools, or any thing or any body, and if not, it should certainly be changed.

The most natural and simple unit of time for all common school uses and purposes, is *the week*, of five school days. Four of such weeks, or twenty school days, should comprise and constitute the common school month. This removes all doubts and complications in the computation of time, renders it perfectly easy for directors and township treasurers to settle with teachers, and for teachers to keep and make out their schedules. The numbers involved are all exact divisors, or multiples, as the case may be, of each other, so that nearly every necessary calculation connected with the schools and the payment of teachers, may be performed mentally and quickly. Moreover, the rule proposed has already been adopted in many of the States and largest cities and towns in the nation, and will soon become, as it should, the uniform American standard of time for all free school purposes. We shall thus be enabled to collect and compare educational statistics upon a fixed and uniform basis in all the States and cities of the country, so far as the unit of time is concerned, and exhibit the actual and relative standing and progress of each State and city, in an accurate and satisfactory manner. A change so beneficial, and against which no valid objection can be urged, will, it is earnestly hoped, have the approval of the General Assembly.

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It will be seen from the foregoing examination of the new school law, that its commendable features greatly exceed in number those that are considered injudicious. Some of the changes are pre-eminently good, and, with the few modifications suggested, we shall have a school law inferior, it is believed, to that of no other State in the Union.

## NORMAL SCHOOLS.

The progress, present condition and prospects of the State and county normal schools will fully appear in the following pages. In view of the recent enlargement of the sphere of common school studies, and the consequent extraordinary demand for more teachers of improved qualifications, the steady growth and prosperity of our professional training schools, as shown in the following statements, will be noted with especial satisfaction. The first of the northwestern States to establish and endow an institution for the specific purpose of fitting teachers for the common schools, Illinois has taken no step backward. The school first established in this behalf, after encountering the usual vicissitudes incident to new and partly experimental enterprises, now rests firmly and quietly upon assured foundations, looking backward over an eventful but ever brightening history of over fifteen years, and forward to a long and still more useful future. In the meantime another institution, devoted to the same objects, and projected upon equally broad and liberal principles, has been provided for by act of the general assembly, and the substantial and beautiful edifice designed for its use, is now rapidly advancing toward completion. It is expected that the new institution will be opened for students the ensuing autumn. The delays that have occurred, although some of them were unavoidable, are deeply to be regretted. The early completion, equipment and opening of the institution are demanded by the educational condition and needs of Southern Illinois. The prompt and favorable consideration of the legislature is most earnestly invited to the condition and wants of the Southern Illinois Normal University, as set forth in the subjoined report of the board of commissioners.

The training schools in Cook and Peoria counties, organized under the act entitled "an act to enable counties to establish county normal schools," approved March 15, 1869, are pursuing their way and doing their appropriate work, with enlarged facilities and increasing energy and success. Each of those schools has been fortunate in securing and retaining the services of a prudent, experienced and accomplished Principal—no change having occurred in that office, in either school, since its organization. To this fact is due no small share of the success achieved, and of the honorable standing attained by those schools. I am not able to report any additional organizations under the county normal school act. This is not owing to any noteworthy objections to the law, which seems to work satisfactorily, but to local causes, chiefly. I am informed that several other counties expect soon to avail themselves of its provisions. The estimate of the adaptation

of the act to the purposes in view, and of the need and value of such local training schools, as expressed in former reports, remains unchanged, and I cannot doubt that similar schools will gradually be established in many other counties.

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#### STATE NORMAL UNIVERSITY.

The second section of the act creating this institution, (approved Feb. 18, 1857), provides that "the Superintendent of Public Instruction, by virtue of his office, shall be a member and secretary of the board, and shall report to the legislature at its regular sessions the condition and expenditures of said Normal University, and communicate such further information as the said board of education or the legislature may direct." In compliance with these requirements I have already presented, in the beginning of this report, a statement of the receipts and expenditures of the institution for the two years 1871 and 1872, giving the statement for each year separately. It remains to lay before the General Assembly a statement of the condition, progress, results and prospects of the university. These are so fully and clearly set forth in an address delivered by President Edwards, before the board of education, faculty, students and friends of the institution, on the 27th of June, 1872, that, as directed by the board, I submit the same, herewith, as a part of this report. The address is not only of intrinsic and present interest, but of permanent historical value, and well deserves the place in the archives of the State which its publication here will secure for it. The scenes and events of the past, in our experience as a State, grow indistinct and dim with the lapsing years, and one by one the actors and observers in them are passing away. It is well to gather up and preserve, while we may, facts and materials for the future historian, not only in the department of education, but in every department of State interest. Better would it have been for us now, in this respect, if those who knew the State in her infancy, and participated in the stirring scenes of fifty years ago, had been more mindful of the interest that would be felt in the records and chronicles of their times, before so many facts and deeds had been forgotten, and so many precious landmarks effaced forever. Gladly would the gleaner of to-day give many times their weight in gold for old letters, manuscripts and documents to which no value was then attached, and which no thoughtful hand deposited in places of safety. Do we not well, then, to remember that we are the ancestors of our posterity, and, for their sakes, to catch and hold these fugitive records? The address is as follows:

## DECENNIAL ADDRESS OF PRESIDENT EDWARDS,

*June 27, 1872.*

"We are assembled to-day to conduct the closing exercises of the fifteenth year of this Institution. The class that leaves us at this time is the thirteenth to go forth with the honors of the school, and with the official indorsement of the board of education and of the faculty. Over the exit of eleven of these classes (all but two) it has been my good fortune to have some supervision. Of these eleven squads of recruits for the educational army, the first stood upon this platform, and pronounced their farewell speeches, just ten years ago this very day, on the 27th of June, 1862. Since that time a decade has come and gone—has come with its grand problems and high responsibilities, and passed away with its record, for each of us, of manly, honest endeavor, or of unmanly shirking. Ten years of the active period of a man's life stand for no inconsiderable fraction of the sum-total of his earthly achievements. This could be true at any time and amid any surroundings. And as an institution of learning is but an aggregation of men, a sort of amplified individual with a lengthened lease of life, its character can hardly fail to be materially affected by the organized efforts of a decade of years. Especially will this be found true in the early or formative stages of the institution, while it is shaping itself, and establishing its character in fact and before the world. And if all this is true of ordinary times, what shall be said of a period crowded with the vast occurrences of the last ten years—of a period during which the civilization of a continent has been revolutionized, and a vital change has been wrought in the fundamental law of an empire? Surely these have been positive years, and they have stamped their impress indelibly upon men and things.

"Ten years ago the Normal University gave promise of a noble future. During the five years that had then passed over it, there had been in its management an accumulation of resolute energy—a piling up of intellectual forces—that have gone as elements into its composition and that have given an impetus to the movements of subsequent time. The eminent success of those early efforts, as shown in the erection of this stately building and in the character of the two classes that had then gone forth from it, secured for the school a commanding position, and made future success a possibility.

## INSTRUCTORS IN THE UNIVERSITY.

"In these early efforts the chief mover and source of inspiration was Charles E. Hovey, first principal of the University, afterward General Hovey of the Union army. His energy and persistence were wonderful. He carried the enterprise of building through the disastrous period of



1857 and the following years, until finally, in 1860. this house was completed. Mr. Hovey was assisted by a corps of teachers every way fitted to secure the highest efficiency. Ira Moore, now principal of the Normal School at St. Cloud, Minnesota—a man thoroughly able and scholarly; Leander H. Potter, now president of the Soldiers' College at Fulton—faithful, just, well poised, and much beloved. With these were joined Professor Hewett and Dr. Sewall, of whom I shall speak again. Mr. Hovey was succeeded in 1861 by Perkins Bass, Esq., a man of the soundest judgment and the most resolute energy. But he only consented to occupy the place until a permanent appointment could be made. Besides these more prominent instructors, others were employed from time to time. Among them were Charlton T. Lewis, afterward very honorably occupied in various capacities; Chauncey M. Cady, Rev. Lewis P. Clover, Miss Mary M. Brooks, Dr. Samuel Willard, Dr. E. R. Roe (now U. S. marshal), Miss Frances A. Peterson (afterward Mrs. Gastman, and since deceased), Miss B. M. Cowles, Chauncey Nye, Oliver Libby, Miss Fanny M. Washburne, B. S. Messer, Julien E. Bryant (a young man of great promise, drowned during the war on the Texan coast), W. Irving Vescelius, Henry B. Norton (now of Southern Kansas), John Hull (now superintendent of schools of McLean county), Joseph G. Howell (an early martyr to the cause of the Union), J. H. Burnham, Edwin Philbrook, Aaron Gove (now superintendent of the public schools in Normal), Miss Mary Baker, and Miss Marion Goodrich. Of the gentlemen that have been named as instructors, ten took up arms on the right side in the war for the Union. These were Gen. Hovey, Col. Potter, Col. Roe, Capt. Moore, Capt. Burnham, Adjutant Gove, Lieut. Bryant, Lieut. Howell, Sergt. Philbrook, and Surgeon Willard.

“On taking my place here, I found, besides those who at that time retired, two of the present Faculty—Professor Hewett and Dr. Sewall. The former, however, was already an old acquaintance, and the latter, by his genial temper, soon came to be considered as one. And if my coming had been a few years delayed, I am sure Dr. Sewall's enviable fame would have penetrated even to my Missouri home. He was a younger man then than he is now. Professor Hewett I had known both as a pupil of my own and as a teacher of others, and, notwithstanding his unambitious stature, I had often marked him high, and knew full well that his deficiency in latitude and longitude was but of the outward man. My friend and former associate in the St. Louis High School, Prof. Metcalf, was at that time appointed Professor of Mathematics, and soon after, Professor Stetson's services were secured in the position which he still occupies. I had set my heart upon employing Prof. Metcalf from having been recently conversant with his great efficiency and worth, and I am sure that all students at Normal will thank me for having induced him to leave a place which promised him some \$2,000

and now pays \$3,200, for his present position, which then paid him \$1,300. Prof. Stetson, too, I had known as a student, but our acquaintance had been for some years interrupted. My remembrance of him, however, as an earnest, accurate scholar, and my knowledge of his persistence in acquiring a more extended culture, made me a ready believer in all the reports of his later successes. Of the other gentlemen on the Normal Faculty, Professors Cook and McCormick, it is only necessary to say that they were selected from among the graduates for their present positions on account of their merits, and it is not proposed to turn them out as yet. They are considered good enough for the company in which they are found.

At the beginning of the period of which we are speaking, Miss Margaret E. Osband, now Mrs. Stetson, was the Preceptress. She was a faithful and capable teacher, and her discontinuance was altogether owing to her unaccountable preference for another position. She was followed by Miss Emaline Dryer, whose earnest and devoted labor of six years was terminated by her resignation in December, 1870. She was succeeded by the sister of her predecessor, Miss Myra A. Osband, who seems so well fitted for her present position, and is performing her difficult and laborious duties so well, that her appointment must be considered as highly fortunate for the Institution.

#### THE MODEL SCHOOL AND ITS TEACHERS.

"Ten years ago the model school was just rejoicing in the establishment of a high school grade. At its head was Charles F. Childs, afterward principal of the St. Louis high school. He was a man of rare power, both as a teacher and as a disciplinarian. He awakened within his pupils his own glowing enthusiasm and indomitable energy. His early death, in the very flush of a brilliant success, was an irreparable loss to the profession. In the primary school was Miss Livonia E. Ketchum, an earnest and sympathetic teacher, who persuaded the little ones by her intense and kindly interest in them, and thus prepared them to receive her instructions and inspired them to think for themselves. But she went the common way and married. Her successor was Miss Marion Hammond, a graduate of the St. Louis Normal School. She was able, methodical, conscientious, efficient. Under her mild but vigorous rule, order and regularity became the watchwords of that grade. With her, the love of right was the great, all-controlling motive. In short, she was a lady of many excellences, and that fact soon became apparent to Mr. William L. Pillsbury, who had succeeded Mr. Childs in the high school. Mr. Pillsbury, then a recent graduate of Harvard College, entered upon his duties in September, 1863. He was no giant in bodily size, nor was his aspect so venerable as it will be if he lives to be seventy, of and some members of the board were doubtful of the experiment

putting the discipline of the high school into the hands of a mere stripling, however thorough his scholarship. But the experiment was tried, and the boy was not long in becoming master of the situation. He was succeeded in September, 1870, by Miss Mary E. Horton, a lady of extended attainments, superior abilities, and straight-forward character. She continued, however, but one year with us; and when Professor Coy succeeded her at the beginning of the present year, we knew that the high school was passing into the right hands, and would prosper, as it has done, and as we hope it will long continue to do under the same principal.

"The grammar school, as a separate department, was organized in September, 1866. Previous to that time the model school was entirely under the supervision of the principal of the high school. All this time, too, the school had included all the children of school age in district No. 2, of the town of Normal. But as the village increased, and the number of children multiplied, the rooms at the university became too small for their accommodation. Accordingly, a school-house was built by the district, and in April, 1867, the grammar and intermediate grades of the model school were removed to the new building. While these grades were yet in the university building, Mr. E. P. Burlingham, then of Geneseo, was appointed to conduct the grammar grade. But the first principal in the new building was Mr. John W. Cook. He continued in the position for two years, and was succeeded in September, 1868, by Mr. Joseph Carter. Under these two gentlemen the grammar school became a popular and efficient institution—well graded, thoroughly organized, and marked by a vigorous and positive power. At the beginning of Mr. Catter's principalship, the arrangement by which the children of school age belonging to district No. 2 of the town of Normal had been taught in the model school was annulled by a vote of the Board of Education of the State of Illinois, and the university ceased to exercise control over the new building erected by the district. For the last two years the grammar grade has been conducted by Mr. B. W. Baker, a representative of Southern Illinois, and a graduate of the university in the year 1870. Mr. Baker has very creditably carried the load thus far, and I think it is the universal belief that he is able to stand up under it for some time to come.

"In June, 1868, when our charge over the district school ceased, the labors of Miss Edith T. Johnson, as principal of the primary, were closed by her resignation. Miss Johnson possessed rare qualities as a teacher—among them unbounded earnestness and energy. She had succeeded Miss Hammond in September, 1865, and had consequently been in the school three years. Her advent had been an era for good in the history of our primary school. She was succeeded by Miss Lucia

Kingsley ; but, after two years of gentle, faithful and efficient service, she, too, was whelmed in the matrimonial tide, preferring Indiana with a husband to Illinois with single blessedness. For the last year this grade has been under the charge of Miss Martha E. Hughes. She has taken hold of the work with ardor, and has conducted the teaching on sound principles.

"Since September, 1866, Mrs. Martha D. L. Haynie has been employed in the model school, some of the time as assistant in the high school, and some of the time as teacher of French and of English grammar and rhetoric. She has labored with great assiduity, and has shrunk from no work that has been assigned her. The intermediate school, as a separate grade, was kept up for two years, beginning in September, 1866. Miss Olive A. Rider was the first principal, and, after one year's service, was succeeded by Miss Martha Foster. Both ladies were graduates of the institution, and highly esteemed as worthy women and successful teachers.

#### TEMPORARY APPOINTEES.

"Besides these more permanent employees of the board, many persons have, from time to time, been temporarily engaged in teaching here. Among these have been professor C. D. Wilber, the founder of the museum of natural history ; Mr. L. B. Kellogg, who left us in 1865 to become distinguished as the first principal of the State normal school of Kansas ; Miss Bandusia Wakefield, now of the high school, Winterset, Iowa ; Mr. Thomas J. Burrill, now professor of botany in the Industrial University, at Champaign ; Mr. John H. Thompson, whose untimely death we have since been called upon to mourn ; Miss Fanny L. D. Strong, of Massachusetts, who filled the interval between the resignation of Miss Margaret Osband and the appointment of Miss Dryer ; Mr. Oscar F. McKim, now superintendent of schools for Macon county ; Miss Ruthie E. Barker, now of the high school at Alton ; Mr. Melancthon Wakefield, now of Sioux City, Iowa ; Mr. John R. Edwards, afterward principal of the schools in Hyde Park, and of a grammar school in Peoria, and since cut off by consumption in the midst of his usefulness ; Miss Letitia A. Mason, afterward a successful teacher in Pontiac, and now, I understand, on the verge of blossoming into a doctor of medicine ; Miss Mary Pennell, afterward a student at Vassar, and now a teacher in the Peoria county normal school ; and Mr. L. A. Chase, who has assisted in the normal department during the term just closed.

#### THE MUSEUM OF NATURAL HISTORY.

"The Museum of Natural History, formerly belonging to the Illinois Natural History Society, was, in 1871 transferred to the State, and is now under the control of the board of education. It is an extremely

valuable collection, worth in money, as has been estimated, nearly \$100,000. Cabinets for the use of any of the public schools in the State are made up and labeled, and furnished gratuitously, or in exchange for local specimens, whenever there is a demand for such cabinets. The first collections for the museum were made by Prof. C. D. Wilber, who, under the Natural History Society, had charge of the museum for several years. He was followed by Major John W. Powell, whose Colorado explorations have since become so famous, and whose name has become indissolubly connected with that remarkable country. For the last year it has been under the care of Dr. George Vasey, now of the agricultural department at Washington. Dr. Vasey has been diligent and faithful in the care of the museum, and his labors have largely added to the value and order of the collection.

"I believe I have now named every person who has ever been employed, for any considerable time, as an instructor in this institution. Altogether they number sixty-five. So far as they are known to me, they are, on the whole, persons of eminent worth and of good abilities. Many of them, since leaving us, have been appointed to positions of honor and usefulness in other places. Intelligent and virtuous communities have thus borne testimony to their superior intellectual standing. By their earnest labors and virtuous characters, they have helped to build up the university, and to give it whatever of power for good it possesses. To catalogue their names as I have attempted to do, and to speak a word in deserved praise of such of them as I have known, is a very slight return for the good they have done to the State and the profession.

#### MEMBERS OF THE BOARD OF EDUCATION.

"In such an institution as ours, the ability and character of the instructors is a matter of the very first importance. If it is at all times true that "the teacher makes the school," in the normal it is perhaps doubly so. Here the character of the teacher ought to be specially fit for reproduction. The methods he employs ought to be worthy of imitation, not in form, but in spirit. And yet, even here, the teacher is not sufficient unto himself. The full success of such an enterprise as this demands the help of other functionaries. And so it comes to pass that we owe to the members of our superintending board a heavy and lasting debt of gratitude. Upon that board there is at least one man who has been a member continuously from the creation of the body in 1857 down to the present time. I refer to the Hon. Samuel W. Moulton, of Shelbyville. He voted as a member of the legislature that the school should be, and ever since, except when serving the people in Congress, he has voted twice a year, as one of its legal guardians, that it should be cherished and sustained. And for thirteen out of his fifteen years of membership he has been the presiding officer of the board, having been elected

to that dignity seven times in succession. If to be always a firm, influential, unflinching friend is a thing of any worth, then the services of Mr. Moulton have been of inexpressible value to the Normal University. The only other man that has ever enjoyed the honor of being president of the board of education of the State of Illinois is the Hon. Ninian W. Edwards, of Springfield, who was elected in 1857, and served for two years. I was not personally conversant with the labors of this gentleman in behalf of free schools. But we have abundant evidence that they were most important in character, and were rendered at a period so critical that without them the enterprise must, for the time at least, have failed.

"After our honored President, the next in rank in respect to length of service is Dr. Bateman, the State Superintendent and Secretary. If the purpose of these personal allusions were to keep before the community the names of men who might otherwise be forgotten, then mention of Newton Bateman would be superfluous. The author of five reports that have by common consent, East and West, been recognized as among the ablest ever written by an American, does not need to be rescued from impending oblivion by a formal introduction to this intelligent audience. Illinois has high cause to be proud of the man to whom, for fourteen years, she has intrusted the lead in her educational enterprises. And let no friend of the Normal University forget that he has stood by the institution, through evil report and through good, and has always given emphatic help, by counsel and, when necessary, by public defense.

"Next among the present incumbents come Dr. Calvin Goudy, of Taylorville, and Hon. W. H. Green, of Cairo. Dr. Goudy was a member of the legislature when the law establishing the institution was passed, and the success of the measure was largely due to his persistent fidelity. He has been a faithful and pains-taking member, patient in the inspection of details very necessary to be known, but from which most men shrink. In his support of the institution he has been generous, hearty and unselfish. Judge Green has given us the benefit, for eleven years, of his eminent legal attainments, and of his great personal and political influence.

"On this day, we certainly ought not to pass over in silence the names of those gentlemen who, after many years of eminent service on the board, have retired therefrom. Among these, honorable prominence must be assigned to William H. Wells, Esq., of Chicago. Mr. Wells was appointed as one of the original members, and continued in office for twelve years. He brought to it a large experience and a high reputation, earned in prominent educational positions, east and west, together with an unwavering interest in the subject of education. During his long term of service I am sure I may truly say that he held before

his mind, in every counsel that he gave and in every vote that he cast, only the good of the institution. We parted from him as from an old and tried friend.

"The only member who died while in office was the late lamented Henry Wing, M.D., of Collinsville. Dr. Wing was a rare man, singularly pure and honest, kind and gentle, and withal possessing thorough culture and extended scholarship; and we are glad to lay upon his tomb this brief and simple tribute of an affectionate remembrance.

"Of former members, now retired, there were also Flavel Moseley, of Chicago; Hon. John R. Eden, of Sullivan; Simeon Wright, of Kimmunity; George Bunsen, of Belleville; John J. Gillespie, of Ste. Marie; Geo. P. Rex, M.D., of Perry; Daniel Wilkins, of Bloomington; Hon. C. B. Denio, of Scales Mound; Albert R. Shannon, of Carmi; Hon. Wesley Sloan, of Golconda; Hon. Joel S. Post, of Decatur; Hon. Thos. J. Pickett, of Rock Island; J. W. Sheahan, of Chicago; J. W. Schweppe, of Alton; Hon. Joseph Medill, of Chicago; Charles P. Taggart, of Peoria; Hon. T. J. Turner, of Freeport; Walter M. Hatch, of Bloomington; Kersey H. Fell, of Bloomington; Elias C. Dupuy, M.D., of Freeport; Hon. Jesse H. Moore, of Decatur. Most of these rendered in their time efficient and some of them very important service. A few of them found it impossible to attend the meetings, and on that account sent in their resignations.

"Besides those already named, there are now on the board, Hon. Walter L. Mayo, of Albion, appointed in 1865, and reappointed in 1871; Enoch A. Gastman, of Decatur, appointed in 1871—a graduate of the first class, and the first graduate ever appointed on the board; Thomas R. Leal, of Urbana, appointed in 1865, and reappointed in 1871; Charles F. Noetling, of Belleville, appointed in 1871; George C. Clarke, of Chicago, appointed in 1869; John H. Foster, M. D., of Chicago, appointed in 1865, and reappointed in 1871; Edward L. Wells, of Oregon, appointed in 1871; N. E. Worthington, of Peoria, appointed in 1869, and reappointed in 1871; Winfield S. Coy, of Normal, appointed in 1869; and our old, substantial, and many times tried friends, Jesse W. Fell, of Normal, appointed in 1867, and B. G. Roots, of Tamaroa, appointed in 1865, and reappointed in 1871.

Besides Dr. Bateman, there have been two secretaries—W. H. Powell and Rev. John P. Brooks. With Mr. Brooks, who was elected in 1862, and served for two years, I had personal acquaintance and official relations, which were always of the pleasantest.

#### PERMANENT CHARACTER OF THE INSTITUTION.

"From the facts thus far stated, it is apparent that the policy and movements of the institution have had in them an element of permanence. Since the graduation of the first class, there has been but one

president of the board of education—a period, as we have stated, of thirteen years. Two members of the faculty have served almost from the beginning, and three more have served for ten years each. On the board are two members of eleven years' standing each. Four more have already entered upon a second term of six years. Reappointment has been the rule, and single terms the exception. And even, the secretary, who is dependent for his position upon the suffrages of the people, has been continuous to a degree seldom reached by an elective officer. The Normal University has sometimes been outshone by more dazzling luminaries, but its milder light has been liable to no sudden extinction or obscurity.

“These evidences of permanence are cheering, for they indicate the deep purpose of the people of Illinois to carry forward successfully the enterprise of popular education. The legislature has had seven or eight opportunities of closing this school, either by direct legislative provision or by withholding the needed supplies. It has done neither. We have not only been suffered to exist, but we have also been cherished and sustained. Criticism there has been in abundance, some of it reasonable and suggestive, and other some as wild and unmeaning as the chattering of blackbirds, or the perennial expectorations of a chronic scold. But the whole has been useful to the institution. By the judicious sort we have been led to needed reforms; by the other we have been led not to court men's praises nor to dread their censures, but to rely upon honest, faithful work and a sincere purpose for our success, both in deed and before the world.

#### AIMS OF THE INSTITUTION.

“The institution has aimed to meet the wants of the schools of Illinois. This aim has been largely the guide of its movements. In some cases, a different course has been proposed for Normal schools. Sometimes a theory has first been established as to what such an institution should be, and the great purpose thereafter is to shape things in conformity to that theory. Perhaps the central point of the theory is that the purpose of the school is to prepare teachers. Hence it is logically inferred that it must teach nothing but the science of education. Each student must be already master of all the needed knowledge, or he must be remanded to some other school to secure it, or he is to spend time in discussing mental processes and modes of study before knowing by any experience what these phrases mean. But every practical man knows that in all communities there are many ill-qualified teachers. They need instruction not only in the philosophy of education, but also in the very rudiments of arithmetic and the English language. They are employed by scores and hundreds in every State of the Union. When these are collected in any number in a Normal school (as they may be



if they are allowed to attend for short periods of time), what shall be done for them? Shall they be required to give three years to the philosophy of education? Such a requisition will have the effect of Hotspur's call to the spirits—they will not come. But they will mend their imperfect knowledge of positive science as best they may, and then teach three-fourths of all the schools. And the Normal graduate, with three years of the science of teaching, if a small remnant can be induced to stay so long, will find it impossible at last to dislodge these hand-to-mouth incumbents. The wise course for the Normal school is to receive these unfinished teachers, and hold them as long as possible. Let help be given them wherever it is needed, whether in the knowledge of the subjects to be taught, or of the science and art of imparting instruction. It is wise to do this, because these are the teachers in fact and will be, whether qualified or not, and every particle of culture imparted to them will be so much clear gain for the schools.

"This course the Normal University has endeavored to pursue. Not forgetting the high ideal of Normal instruction, it has nevertheless labored to take hold of the actual problems about it. Its methods have been shaped to meet the necessities everywhere apparent. It has endeavored to stand at the nexus between the highest philosophy of education and the daily needs of our common schools.

#### ATTENDANCE UPON INSTITUTES.

"For this reason, we have done what we could in promoting teachers institutes, and in conducting them. Most of the counties in the State have been visited by some of the Normal Faculty for the purpose of lecturing upon educational topics, and giving instruction at institutes. Fifty-eight counties have been visited, one hundred and thirty-eight institutes have been attended, and three hundred addresses delivered by the President; Professor Hewett has visited forty-three counties for institute purposes, has given instructions at seventy-five institutes, has delivered eighty-three addresses on education; Dr. Sewall has visited thirty-five counties, attended sixty-two institutes, and delivered seventy addresses; Professor Metcalf has attended forty-nine institutes, and addressed thirty meetings. Other members of the Faculty have instructed at thirty-two institutes and delivered twenty addresses. Thus we have an aggregate of 349 institutes and 503 addresses;—an excellent indication of the patience of the people, if nothing else. It ought to be added that, of the institutes, the same one has some times been attended by two of the Faculty.

#### STATE TEACHERS' INSTITUTE.

"There have been several sessions of the Illinois State Teachers' Institute. The first was held in September, 1863, continuing for four

weeks, and was attended by fifteen persons. The second was held in August, 1864, and was attended by 127 members. In August, 1867, another session was held, and continued four weeks. The attendance was 255, representing 63 counties in Illinois. A pamphlet of 174 pages was printed at the expense of the members, containing as extended a setting forth of the work done at the Institute as it was possible for the instructors to prepare. This pamphlet has been greatly in demand among teachers, but has been for some time out of print. The session of 1868 continued two weeks, with an attendance of 248, representing fifty counties in Illinois. It began August 3d. In 1869, there was a session of two weeks, beginning August 9th. The attendance was 291, representing 55 counties in Illinois, and three other States. In 1870, the session of two weeks commenced August 8th. It numbered 242. The last session was held in August, 1871, and continued two weeks, beginning August 7th. The membership numbered 215, representing 44 counties of Illinois, and four other States.

"Instruction has been given at these institutes by the Normal Faculty, and by the following persons besides: Mrs. Mary H. Smith, of Oswego, N. Y., in Geography; Mr. Orrin Reynolds, of Chicago, in penmanship; Mr. J. H. Blodgett, of Rockford, in Natural History; Dr. Miller, of Marengo, and Mr. H. R. Palmer, Chicago, in Music; Mr. H. L. Boltwood, of Princeton, in Grammar; Mr. Aaron Gove, of Normal, in the Grading of Schools; and Mr. W. B. Powell of Aurora, in Language Lessons. Lectures have been given by Professor D. N. Camp, of Connecticut; Dr. Gilman, of El Paso; Dr. Bateman, of Springfield; Dr. Gregory, of Champaign; Professor Boltwood, of Princeton; and also by members of the Normal Faculty.

It is an indication of the value of this Institute that a number of able and successful teachers have attended every meeting from the beginning; and, as we understand them, intend to continue. Its example, too, has been followed by many of the counties. Under the auspices of the county superintendent, brief "Normal Schools" have of late years been held in many places, to the great improvement of the profession.

This year we propose to hold another session of the Institute. By suggestion of Dr. Bateman, it will have special reference to the demands of the new school law. The programme of exercises has been published in the educational journals and elsewhere. Especial attention is given to the Natural Sciences, as required by the new law. Ample help has been secured for teaching every branch that needs to be represented. The session will begin on Tuesday, August 13th, and continue three weeks.\*

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\*Since the above was written, the Institute has been held. It numbered about 300, and was chiefly devoted to the natural sciences, as announced. The "Illinois Teacher" declares that "no previous session has equalled this in interest."

### EDUCATIONAL PROGRESS.

"During these years there has been much progress in educational affairs. New theories have been broached. Changes in methods have been proposed and urged. All-healing remedies for educational ills have been advertised. Many of the reforms proposed have been good. But some of the new light has been of the meteoric style. It has been held that new schemes, high-sounding theories, have some times been hailed by men and institutions for the purpose of bolstering up therewith waning reputations, and of galvanizing defunct influence into a semblance of life. But it is wisest and most pleasant to dwell on the other and more inspiring fact, that earnest men, seeing the value of some new idea, have given to its propagation the best energies of their lives, without a thought of the effect upon their own fortunes.

"But for an institution like this, which rests under a constant responsibility to a great State, it is hardly wise to fall to experimenting upon every new method that may be invented. There are persons whose business it seems to be to try on the new boots proposed for pedagogic feet. And after they have been proved to be a fit, they are always to be easily had for respectable wearing. It is time enough for the adoption of a new method by a great institution when it has been proved to be of some worth. Thus the Normal University has run into no mere untried novelties, nor has it knowingly rejected a valuable improvement because of its newness. It has not been

"the first by whom the new is tried,  
Nor yet the last to lay the old aside."

### NUMBER OF PUPILS.

Since the founding of the Institution, there have been in the Normal School, for a longer or a shorter time, 2,617 pupils, making the admissions, on an average, 174 $\frac{1}{4}$  per year. But for the last two years the admissions have averaged 266 $\frac{3}{4}$  per year. In the Model School the total attendance has been 2,626.

### GRADUATES. DEATH-ROLL.

"The number of graduates, counting those of the present year, has been two hundred in the Normal, and seventeen in the High School. Of these there are deceased ten, all from the Normal, as follows: Francis A. Peterson and Joseph G. Howell, of the first class; Sophie J. Crist and Amanda O. Noyes, of the second class (being all the ladies connected with that class); John H. Thompson, of the fourth class; John R. Edwards, of the eighth class; Elma Valentine, of the ninth class; Alice Emmons, of the eleventh class; R. Morris Waterman and Henry F. Holcomb, of the twelfth class. When time has softened the remembrance of our bereavements—when the grass has grown and the flowers

have long blossomed over the graves of our departed friends—there is a melancholy pleasure in recurring to their history, and in dwelling upon their characters and upon the ties that bound them to us. But the heart-wounds in some of these cases are yet green—the eyes that wept over the new-made graves are scarcely dry. And so the memory has not yet lost its bitterness—there is an anguish that as yet comes with the mention of these names.

“And what can we do for our beloved dead ? Neither our praises nor our censures have power to affect their present state. But we cherish their memories and emulate their virtues. And this is no small thing. To call over in loving accents the names of the departed ones—to speak of them, on these days of our great assembling, with subdued voice and sympathizing heart, is an ennobling discipline to ourselves, and is the only way left us of honoring them.

#### AMOUNT OF TEACHING.

“From letters received and from other sources of information, I have knowledge of seventy-five schools, paying, say, \$800 and upward per annum, that are managed by students of ours, either as principals or superintendents. The true number is undoubtedly largely in excess of this, but the means of reaching the parties are wanting. I have letters received within a year, from between 600 and 700 of our pupils who are engaged in teaching. This, too, is below the true number, for new cases come to my knowledge from time to time.

#### ABSENCE OF ADVENTITIOUS HELPS.

“It is worthy of notice that whatever of influence,—of power, or of good,—the institution has attained, has been secured without those outward aids that are usually considered so necessary. So far as I know, not a prize has ever been given in this Institution for any exercise whatever,—unless indeed, you call by that name a thorough preparation for the work of teaching by which the prize of success is secured. Our diploma is only awarded after a long continued, laborious mastery of a certain amount of work,—a much greater amount than is usually demanded of teachers. But that diploma has no more legal force than so much untanned peltry. No county or state superintendent is directed by law to honor it by granting a certificate of any grade to its possessor. The finest scholar that ever stood upon this platform is liable with his parchment in his hand, to be examined and rejected by some county superintendent of limited attainments. We have never asked the legislature to come to our aid with an injunction upon the examining officers, directing them to count our diploma as worth something.

And I have yet to see any reason for regretting this fact. I shall be sorry to see the day when our pupils shrink from any reasonable exam-

ination. And let it not be forgotten that our diploma has a value,—a value greater and more honorable than all the laws in the statute-book could impart to it. The slightest certificate from this Institution has, I am often assured, a power, but it is a power that depends upon moral qualities,—upon real worth,—and not upon the compulsory provision of a legal enactment. I do not mention this for the purpose of condemning these artificial helps to pedagogic locomotion. But I desire to state the fact that the Normal University has moved thus far without them, and that it has not lacked for company, on its march.

#### COST OF THE INSTITUTION.

“It is not improper to notice at this time the cost of this Institution to the people of Illinois. This is, to say the least of it, much less than is often supposed. In the last Report of the Board of Public Charities, it is stated that the education of every pupil taught here, up to the year 1870, had cost \$195.35. But there is an error in the calculation. In estimating the cost, every thing is, in the Report, charged against us,—appropriations made by the state, subscriptions by individuals,—and that for all purposes,—building, salaries, books, and all besides. To this is added the amount received in tuition fees in the Model School. Now, to get the cost per pupil, this aggregate of \$407,117.45 is in the Report, divided by 2084, the number of pupils up to July, 1870, in the Normal Department only, in stead of 4444, the number in both departments up to that time. The true cost per pupil, on this basis, is \$91.61.\*

“But surely another view of this may be taken. The question of most practical importance is, “How much has the school cost the state?” Not that we would deny the propriety, or even the necessity, of reckoning and accounting for the money obtained from other sources; but it is certainly proper to consider what sort of an investment this institution has been to the commonwealth.

“All the money ever received from the state up to July, 1870, was \$279,740.63.† This includes every dime of money ever paid from the state treasury to this Institution up to that time. But the property now belonging to it, and owned by the state, is worth \$312,000. That is, the

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\*The labors of the Board of Public Charities, and of my friend REV. F. H. WINES, its accomplished Secretary, have been of such inestimable value to the state, that I am unwilling to leave the statement in the text without appending this declaration of my high appreciation of what they have done. Their Tables of figures are usually models of accuracy, and full of instruction.

†The Institution has been mainly supported by the interest of the College and Seminary Fund. This has usually been spoken of as a state appropriation. It is included in the above enumeration. *But it ought to be known that this money does not come as a gift from the state. It is the interest on a fund donated by Congress in 1818 for the maintenance of a state institution of learning. The state is only a trustee of the fund.* For a clear statement of the origin of this fund, see a letter of HON. W. H. GREEN, Sixth Report of State Sup't, Appendix, pages 226—227. Also concerning the right of the state to dispose of this fund, see Life and Times of Gov. Edwards, pages 232—241.

State of Illinois has by this enterprise secured for nothing all the instruction imparted here, and made \$32,259.37 besides. And indeed, the gains have been much greater than this, for the value of the Museum, now the property of the state, is not here counted.

"Taking what has been paid out for current expenses since 1857, including receipts from Model School, we find the amount to be \$203,591.32. Dividing this by 4444, the total number of pupils up to 1870, and we have \$45.81 as the average cost per pupil. Assuming the average attendance of pupils to be  $4\frac{1}{2}$  terms each, as it was found to be from an examination of 434 cases taken at random, and we have as the expense for instructing each pupil here, including cost of fuel, janitor's salary and expenses, books and stationery, occasional repairs, expenses of members of the board, etc., \$10.18 per term. .

"These are some of the facts in the history of the institution. Of course, they might have been largely multiplied; but time will not permit. This brief record awakens at least some pleasant suggestions. It is worth something to have lived and labored amid the intense earnestness of these scenes. That every measure adopted, every effort put forth, every method employed, has been the best that might have been, no one has the hardihood to affirm. And I am far from claiming that even now the institution is in all particulars the best that can be conceived. Mistakes have been made in the past, no doubt. Reforms are demanded at this moment, and no effort shall be spared to effect them. But, after all allowances are made, after every deduction, it still remains true that the work thus far accomplished here is something to be proud of. Its history awakens enthusiasm in the minds of those who have been concerned in it. Something has certainly been done for the advancement of popular education; something of permanent value has been contributed to the cause of sound learning and thorough teaching."

At the semi-annual meeting of the State Board of Education, held on the 3d inst., (December, 1872,) President Edwards submitted his stated half-yearly report, which is hereto subjoined. It brings the history of the institution down to the present date.

#### SEMI-ANNUAL REPORT.

*December 3, 1872.*

*To the Honorable Board of Education of the State of Illinois :*

GENTLEMEN: During the term about to close, the number of pupils in the institution has been 462—277 in the Normal and 185 in the Model School.

Two new appointees have entered upon the performance of their duties since your last meeting—Prof. S. A. Forbes, Curator of the Museum,

and Miss Gertrude K. Case, Principal of the Primary School. The former was regularly appointed to his position at the June meeting, but Miss Case was engaged by myself to fill a vacancy caused by the resignation of Miss Hughes. I think it may very safely be said that the duties of these two positions were never better performed than they are by the present incumbents. Both of the parties are more than commonly well fitted for the work. There is every indication that both appointments will prove eminently fortunate.

An arrangement has been made for enabling our pupils to meet the requirements of the new school law. Brief courses in Human Physiology, Zoology and Natural Philosophy have been already given, and an opportunity to join the classes has been given to all the students. The work in Natural Philosophy is now going on. A sufficient amount of elementary instruction is given in each subject to enable the student to give profitable instruction in the elements.

I have purchased, subject to the approval of the board, books for the Reference Library, to the value of \$417.21. The purchase was made of Messrs. Hadley Bros., Chicago, and the terms are very favorable to the institution. For our guidance in selecting proper books, I procured the catalogue of a library that seemed to me exceedingly well chosen; and at a meeting of the entire faculty, every book in the catalogue was passed upon. Many were thrown out as not fit or not needed, and others were added. The list thus made up was given to the Messrs. Hadley, and something more than half of the selected books have been furnished for the sum mentioned above. I am sure that we could not have done better, if as well, in New York city.

Some years since, a copy of Rees's Encyclopædia was purchased in Boston for a very small sum. The volumes greatly need binding, and if it meets the views of the board, I will order it done. This encyclopædia contains much useful information. Its chief drawback is that it was published forty or fifty years ago. There are also other books that need re-binding. A valuable addition has been made to the scientific books in the museum. This will be found set forth in Prof. Forbes' report.

During the present term I have given much more attention than heretofore, to the Model School and the pupil teachers. At the beginning of the term classes were assigned to 16 young ladies and 15 young men. One gentleman and two ladies have since been added, as new gradings were made and classes multiplied. I visit every class as often as possible, remaining sometimes through the recitation hour. Any defect in the teaching or governing is carefully and rigorously noted in a book used for the purpose, and at the private interview which always succeeds the class visit, the criticisms are freely and fully made to the young teacher. Besides this, two meetings are held each week, one for the primary teachers and another for those having classes from the High

and Grammar Schools. At these meetings I am able to present general criticisms, to discuss general principles, and to set before the pupil-teachers any suggestions that occur to me, of an encouraging, stimulating or inspiring character.

At these meetings, too, each pupil-teacher is liable to be called upon to read a diary, which each is required to keep, detailing the work of each day, stating the subject of the recitation, pointing out the difficulties that have been encountered, the methods by which they have been surmounted, the various expedients resorted to for securing an interest in the lesson, and the modes of reviewing and thus rendering permanent the acquisitions of the pupils. These diaries are found to be useful in many ways. They turn the thoughts of the young teacher to his methods and to the details of his teaching, and prevent him from doing anything thoughtlessly. Besides, the record itself is of value, for it shows just what has been done every day, and just how well it has been done. Thus the teacher has a ready means of determining just how much reviewing is needed, and what part of the term's work needs it most: At each visit, too, a mark is entered into the same book, indicating my estimate of the value of the young teacher's work as shown in that recitation. These marks are upon a scale of 10, and if the average of them for the term is less than 7, the teaching is pronounced unsuccessful, and no credit is allowed for it on the school ledger. The pupil-teachers are divided into four classes. The first class consists of those who have taught, successfully, four terms, unless excused for some good reason; the second of those who have successfully taught three terms; the third, two terms; and the fourth, one.

During the present term, classes have been under the care of Normal pupils, as follows:

From the High School, one class in algebra and one in geometry.

From the Grammar School, 5 classes in spelling and sentence-writing; 2 classes in writing; 1 class in the history of the United States; 6 classes in reading; 4 classes in geography; and 5 classes in arithmetic.

From the Primary School, 3 classes in geography; 3 classes in arithmetic; 1 class in singing; and 2 classes in reading.

All the appropriations made by the Legislature for our use expire on the first of July next. It will therefore be necessary to secure a renewal of them. For our current expenses, the amounts that we have been receiving for the last two years, will be sufficient. Those amounts are as follows:

Twenty-three twenty-fourths of the interest on College and Seminary Funds. ....	\$12,444 99
Additional for current expenses. ....	9,000 00
For museum. ....	3,000 00
For chemicals. ....	1,500 00
For repairs. ....	1,000 00
For fuel. ....	750 00



For library.....	750 00
For expenses of members of board.....	500 00
For care of grounds.....	250 00
For janitor's supplies.....	100 00

These are all annual appropriations. But besides these sums we also need the following specific appropriations :•

For heating and ventilation, in addition to \$4,000 already appropriated.....	\$6,000 00
For deficit in current expenses.....	6,915 00

It is certainly time that the Normal building should be properly ventilated. Very often the air in it is totally unfit to breathe. Teachers and pupils are compelled to sit during the long hours in a sea of loathsome impurity. With all the care than can be taken, it is impossible to avoid evil results. If, in the cold months, the windows are opened in the hope of partially dispelling the cloud of offensive gas, then comes a cold and piercing current, bearing the seeds of pulmonary ailments, and causing a discordant diapason of coughing. For the State of Illinois the amount asked for is insignificant, but the effect of enfeebled health and exhausted energies, upon these teachers is most disastrous, and the privilege of breathing pure air would be of incalculable value to them. And not to them alone, but also to the children who are to be placed under their tuition. In the school room, if any where, bounding health is needed. A person whose lungs have been permanently poisoned by carbonic acid and the putridities of a foul atmosphere, is, in one very important respect, unfitted for the work of instruction.

What is called a deficit arose in the following manner. The school originally went into operation in October, 1857. It received its first money from the State in January, 1858. Of course, a part of this money was retrospectively applied—enough to pay the current expenses of two months. Thus the matter continued year after year. But no very serious inconvenience was felt so long as we received our whole annual appropriation in January; for, after paying up the arrearages, there was always money enough for all the expenses of the remainder of the school year. But, under the new law, we receive in January only one quarter of our annual appropriation. And of this, nearly the whole is needed for arrearages. So that for the whole year we are kept about two months behind-hand with all our payments. What we ask of the Legislature is merely to fill up this gap. We ask really for no new appropriation of money; we only ask that this amount be paid some two months earlier than it is by the present arrangement.

All of which is respectfully submitted.

RICHARD EDWARDS, *President.*

Particular attention is invited to two points in the foregoing report. One is the urgent need of a small additional appropriation to enable the Board to introduce into the University building a thorough system of

ventilation. This appeal for a supplementary sum is only made after exhausting every means to accomplish the object with the \$4,000 previously appropriated. The matter has had the most careful consideration of the Board, having been twice referred to a select committee composed of members most familiar with the subject, who were instructed to confer with experts, and ascertain if an efficient plan of ventilation could possibly be carried out with the funds in hand. It was thought better to pursue this course than to risk the loss of the appropriation by expending it upon inferior apparatus, which would never be satisfactory and would ultimately have to be discarded for something better. The committee reported that the building could not be properly ventilated for the amount in hand, but that the object could be accomplished in a thorough and substantial manner, and full satisfaction guaranteed, with an additional appropriation of \$6,000. We therefore report the \$4,000 as still on hand intact, and ask for the additional means necessary to accomplish the object in a thorough, scientific and durable manner, confident that this will be the most economical in the long run, and not doubting that our course in the premises will, under all the circumstances, be approved.

The other point of the President's semi-annual report to which especial attention is invited, is the exhibit made of the amount of *practice teaching* done by pupils of the Institution, and the care taken to inspect and supervise their work. The fourth section of the act creating the Institution declares that its "objects shall be to qualify teachers for the common schools of this State, by imparting instruction in *the art of teaching*, in all branches of study which pertain to a common school education, in the elements of the natural sciences, \* \* and such other studies as the board of education may, from time to time, prescribe." The report of the President shows that the intention of the legislature is properly interpreted and well understood, and that the school is held closely and steadily to its appropriate work, which is being faithfully and thoroughly performed. With the reports of other leading State normal schools before me, I find none in which the paramount duty of shaping the course of study and training with direct reference to the special and characteristic objects for which such schools exist, is more distinctly recognized, or performed with greater fidelity, than in ours. The same fact will be noticed in the reports, hereafter given, of our County Normal Schools. Skill in the art of teaching, power in the school room—these are the ends aimed at in all of them.

## SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The act to establish and maintain the Southern Illinois Normal University, was approved March 9, 1869. My last biennial report noted the organization of the board of trustees, the selection of a site, and the adoption of a plan for the building, with a full description thereof. The subsequent progress and present condition of that important enterprise will now be stated :

Pursuant to an act of the 27th general assembly, in force April 15, 1871, the board of trustees appointed under the act of March 9, 1869, were succeeded by a new board of three "Commissioners," who were charged with the duty of constructing both the Southern Illinois Insane Asylum, located at Anna, and the Southern Illinois Normal University, located at Carbondale. Messrs. R. H. Sturgess, Vandalia, Fayette county ; John Woods, Cairo, Alexander county ; and E. J. Palmer, Carbondale, Jackson county, were appointed and confirmed as said Board of Commissioners. This Board, in their first report to the Governor, dated Carbondale, Illinois, Nov. 2, 1871, say :

"On May 3d we met at Carbondale, to receive property belonging to the Normal University, only one member of the retiring board being present, the others reporting their inability to attend. After taking possession of such books and property as could be found, we proceeded to the transaction of business.

"In complying with the requirements of section 6, of the act creating the present Board, we were unavoidably delayed by the unfortunate death of the contractor, J. M. Campbell, who lost his life while employed at the building. We could do nothing until administrators were appointed by the court. As soon as this was done, we notified the administrators of our readiness to hear any proposals they had to make, or to receive the assets in their hands, and to proceed to a final settlement. In compliance with our notice, the administrators turned over to us the following described assets, to-wit: bonds of the city of Carbondale to the amount of \$100,000, less the first year's coupons taken from said bonds ; the unexpended portion of the Illinois Central Railroad freight donation, to amount of \$19,685.53 ; lands situated in city of Carbondale, Jackson and Williamson counties ; and signified their readiness to have the price of work done and material furnished affixed by appraisers, as provided by said section 6. The appraisers selected, were, David Johnson, on the part of the appraisers, and Edward Jungunfeld, architect, of St. Louis, on the part of the Board. The two appraisers selected as umpire, Arthur Boyle, of Cairo.

The appraisers made a careful estimate, by actual measurement of the work done and materials furnished, suitable for the building, and al-

lowed the estate the sum of \$119,815.19 As part of material accepted by the appraisers was not on the premises, and other not suitable, by direction of your Excellency a deduction of \$4,355.76, was made, making the sum actually paid for all work done and material furnished, \$115,459.93, which we think a fair and full value for all material furnished and labor performed in and around the building. On final settlement with the administrators we found that there was due the estate \$20,495.46, and vouchers for that amount were paid by the Treasurer.

After getting possession of building and material, in compliance with requirements of section 6 of act creating board, we had such modifications of the plans made as were possible without impairing usefulness and beauty of the building—the principal changes being made in curtailing the height of roof, and the substitution of galvanized iron for stone cornice on three sides, the stone for front cornice being then nearly all prepared. The changes made lessens the cost nearly ten thousand dollars, without in the least detracting from the appearance of the building.

After the plans had been perfected, we sent advertisements on the 28th of June to the *Chicago Journal*, *Springfield Journal*, *St. Louis Democrat* and *Egyptian Sun*, Cairo, inviting bids until July 18th, at 4 o'clock, P. M., for the completion of the Normal University building. Five bids were received, from the following persons:

W. F. Bushnell, Mendota .....	\$130,000
Rapp, Robinson & Darling, Carbondale .....	136,000
Maurice Fitzgibbon, St. Louis .....	118,909
Wickwire & Boyle, Cairo .....	112,500
Fitzhugh & Rhodes, Springfield .....	135,770

The bid of Wickwire & Boyle being the lowest bid, the contract was let to them, we reserving the right in the contract to suspend work at any time without incurring any additional expense on account of such suspension; and further agreeing to pay them only \$25,000 until a further appropriation was made or the assets on hand disposed of, at the same time binding them to have the building inclosed on or before the first day of January, 1872. We deemed it absolutely necessary to get the building under roof as soon as possible to prevent injury during the winter season, and to that end, although we have only half enough funds to pay for that amount of work, made it a condition of the contract, a copy of which, with bonds attached, is on file in the office of the Secretary of State.

We found upon taking possession of the building premises that we had on hand a building intended to be magnificent—in size 209 feet by 108 feet—only built to the top of the first story, with a debt (after settling with Campbell's administrators) of \$20,495.46, and with but \$50,000 with which to liquidate the debt and go on with the work. But believing that the interests of the State required the early completion of the

building, and knowing further, from experience, that the building in the condition in which we found it would be injured to the amount of thousands of dollars by standing exposed during the winter, we determined, after advising with your Excellency, to at least inclose it, trusting to the known magnanimity of our General Assembly to provide the means for paying the contractors for the expenditures incurred. The contractors are pushing the work as rapidly as possible, having the building nearly ready for the roof, and by the time specified in the contract will have it secure. It is our earnest wish to push the building to an early completion, and if the means are furnished, we pledge ourselves to have it completed in time for the fall term in 1872.

The annexed statement will show the financial condition of the institution to date, Nov. 2, 1871, and the amount necessary to complete and furnish the building:

*Statement showing the Financial Condition of the Southern Illinois Normal University, to November 2, 1871, inclusive.*

UNIVERSITY To State of Illinois,		Dr.
To appropriation, March 9, 1869		\$75,000 00
" amount received from sale of lands donated		14,375 00
" " freight, donated by Ills. Cen. R. R. Co.		5,314 00
" " " " G. T. M. & M. Co.		1,275 00
" " interest received on Carbondale bonds		7,000 00
Total		<u>\$102,964 00</u>

Cr.

By amount paid by former Board, as follows:

To J. M. Campbell, from appropriation, Mar. 9, 1869		\$67,800 00
" " " sale of lands		14,375 00
" " " freight, donation from I. C. R. R.		5,314 00
" " " " " G. T. M. & M. Co.		1,275 00
" " " interest on Carbondale bonds		7,000 00
" amount paid sundry persons on vouchers		6,903 33
" " treasurer of present Board		1,006 75
Total		<u>\$102,964 00</u>

Dr.

To cash received from W. J. Yost, treasurer		\$1,006 75
" appropriation, April, 1871		50,000 00
" freight donated by I. C. R. R.		1,462 50
Total		<u>\$52,469 25</u>

Cr.

By amount paid estate of J. M. Campbell		\$30,495 00
" " appraisers of settlement		1,337 00
" " for altering plans		1,140 00
" " commissioners to superintend		444 00
" " Wickwire & Boyle, contractors, cash		16,016 00
" " same—freight		1,462 50
" " telegraphing, to H. P. Smith		21 00
" " printing, advertising, etc.		4 00
" " commissioners transportation		599 00
Total		<u>\$41,528 50</u>
Leaving balance on hand and in State Treasury		<u>\$10,945 50</u>

**Estimate of amount necessary to complete and furnish building :**

Wickwire & Boyle, as per contract.....	\$95,021 70
Thomas, as per contract, heating.....	5,613 95
Furnishing building .....	12,000 00
Fencing and grading grounds.....	8,000 00
	<u>\$120,635 65</u>
Deduct amount on hand.....	10,883 15
Making appropriation required.....	<u>\$109,752 50"</u>

The following communication, dated Cabondale, Illinois, December 16, 1872, from Mr. E. J. Palmer, the Secretary of the present Board of Commissioners, brings the history of the Institution down to date, showing its present status, financially and otherwise, and the outlook for the future. My thanks are due, and are hereby tendered, to Mr. Palmer for the information so courteously furnished, in compliance with my request, as follows :

"In response to your letter of December 11, I herewith inclose to you a copy of the first annual report of the Board to construct the Southern Illinois Normal University, to which I refer you for a history of the institution from the close of your notice of it in your last report, to November, 1871, and a resume of its history thence to date.

"The contractors who were then "pushing" the work on the university building, continued to do so till the roof was on, and it was secure from injury by the weather, when the appropriation which had been made by the act creating this board was exhausted, and the board owed the contractors \$24,073.36.

"In the meantime the General Assembly, by joint resolution, had instructed the governor to sell to the city of Carbondale its bonds for one hundred thousand dollars, which, under the authority of the act creating this board, its treasurer had placed in his hands for the benefit of the institution, for the sum of thirty thousand dollars.

"Early in July of this year, the agent of the city of Carbondale paid into the State treasury \$28,000, (twenty eight thousand dollars) of which the board, as soon as notified, paid to the contractors on estimates of work actually done, the amount due them, as before stated; though some time before this the contractors had finished inclosing the building and suspended work on it. Out of the amount on hand at date of the first report of the board, and that received as last mentioned, have been paid out the sums mentioned in the statement hereto annexed. The board has contracted to have the building and grounds inclosed with a neat, plain wooden fence, and as the job was let by the panel of twelve lineal feet, it is not known with certainty what the gross cost of it will be, but it will probably leave only a small amount, if any, in the treasury. The institution has some 600 acres of land, and some town lots, which the board has offered for sale, but as yet has not sold.

"The late Board of Trustees, some time before their connection with the institution ceased, appointed Mr. Cyrus Thomas, Professor of Natural Science in the university, providing in the vote of appointment that his salary should begin only with his labors in the class-room, and the appointment remains as they left it.

"From the statement annexed it will be seen that after the fencing of the grounds is paid for, the treasury of the institution will be empty and it must look to the General Assembly for the funds to finish and furnish its building. Should nothing be appropriated for that purpose it must stand as it is—under contract; the work to be resumed and finished when a sufficient appropriation for that purpose is made by the legislature, or the means be provided from some other source, as the contract itself reads.

"As before stated, under a joint resolution of the General Assembly \$100,000 of the assets of the institution have been disposed of for the sum of \$30,000, and, as will be seen by inspecting the statement here appended, the board's estimates of the amount needed to complete the building and open the school, is only, in round numbers, \$15,500 more than the \$70,000 thus legislated from the nominal assets of the institution.

"The building, so far as size, strength, durability and beauty are considered is, in the opinion of most of those who have seen it, one of the best; and it is said by most of those who have examined it, to be well adapted to the purpose for which it is intended. Should the necessary funds be furnished, the board report that 'the building will be completed and furnished in time for the fall term of school in 1873.'

*Statement of Southern Illinois Normal University.*

	Dr.
To amount on hand December 6, 1872, and in State Treasury at last report.....	\$10,945
" amount from sale of the city bonds of Carbondale.....	28,000
" freight from Illinois Central Railroad Company.....	3,065
	<u>\$42,010</u>
	Cr.
By amount to contractors, December 6, 1872.....	\$36,115
" " Superintendent.....	1,000
" " for labor on grounds.....	191
" " on heating contract.....	721
" " expressage.....	
" " postage and stationery.....	10
" " freight on books.....	
" " printing.....	9
" " office rent and fuel.....	15
" " to town of Tamaroa, costs.....	15
" " R. Worthen, costs and judgment.....	4
" " Commissioners' transportation.....	710
" " telegraphing.....	10
	<u>\$39,225</u>
Balance on hand.....	\$2,785

**Estimates of amount necessary to complete and finish building—**

Balance due on contract for finishing building—to contractors.....	\$63,951 68
“                    heating.....	4,892 85
“            for furnishing building.....	12,000 00
“            grading.....	8,000 00
	<hr/> \$87,844 53
Deduct amount on hand.....	2,756 30
	<hr/>
Amount required to finish.....	\$85,088 23"

It is most earnestly hoped that an amount sufficient to put the building in condition for use, if not to finish it throughout, will be granted by the next legislature. I am apprised of the fact that the appropriations for State Institutions, literary and charitable, that will be asked for this winter, are unusually large and numerous, and that discriminations and reductions must of necessity be made. But it would seem that whatever rule of action is adopted, enough should be allowed the Southern Illinois Normal School to at least put it in readiness for use by the autumn of 1873, and thus utilize the large expenditures already made, and give encouragement and aid to the patiently-waiting friends of common schools in that half of the State.

**COOK COUNTY NORMAL SCHOOL.**

This important and well established Normal and training school is located at Englewood, just seven miles south of Chicago Court House, and at the junction of three great railroads—the Michigan Southern, Rock Island and Pacific, and Pittsburgh and Fort Wayne—affording rare facilities of access. It was established in 1867, for the purpose of preparing pupils for teaching in the public schools of the county.

The prosperity of the school for the past two years has been very marked. The result of the thorough and systematic methods of instruction practiced, is already favorably felt in the schools of the county. The success of its graduates in teaching is indicated by the fact that a greater demand is made upon the school for teachers than it is able to supply.

The school has a complete and thoroughly organized training department. The pupils are required to spend the first term, receiving instruction in methods of presenting the elements of reading, arithmetic, geography, grammar, history, and physiology. The instruction is given in the form of developing-lessons, which the pupils are required to reproduce in writing. They have *experimental* lessons twice a week. During the second term of the course, the pupils enter the training department, if they are able to answer satisfactorily a series of questions based on the principles taught the preceding term. After observing a model teacher for two days, each one is required to teach from five to twenty



days, having entire charge of a room of about fifty pupils. This is done in two different rooms. The pupils in these rooms are of the grades from the card classes to those studying least common multiple, language, geography, drawing and music. The pupil teacher is required to give to the training teacher, in the evening, an account of what has been done during the day just past, the length of the lessons assigned, what was said to the pupils to prepare them for the work of learning those lessons, etc. He is also required to rehearse the work to be done in the school-room the next day. The different pupil teachers are enabled by this method to keep up the same course of instruction.

The principles thus learned are recognized and form the basis of the instruction given in the Normal department. The primary object of each and every exercise is to impart efficiency, by cultivating in the student habits of systematic thinking, and of clear and concise expression, that he may be fitted for the work of organizing, governing, and instructing in the public schools; hence the necessity of a thorough knowledge—*first*, of the law of growth and development of mind; *second*, of the branches taught; and *third*, of the best methods of teaching. The teacher's power of imparting instruction comes from a comprehensive knowledge of that with which and that upon which he operates, as certainly as the possession of ideas must precede their expression.

The school year of forty weeks is divided into three terms—fall, winter, and summer. Pupils are admitted twice a year, at the beginning of the fall and winter terms, and graduate at the close of the fall and summer terms. The time required to graduate is two years. Pupils are admitted to a partial course on the recommendation of the county Board of Education. A Preparatory Department is connected with the school, where pupils are admitted, at any time, by signing a declaration that it is their intention to enter the Normal as soon as qualified.

The public schools of the district in which the Normal is located, are organized in connection with this school, and are graded into High and Grammar Schools, with a Model Department. Pupils who reside out of the district, are received into these schools by paying tuition. The Normal and the High School have a well selected library of reference books, and a very good supply of apparatus. The work of establishing a museum is progressing. A good beginning has been made, and there has been an appropriation for carrying on the work.

A club boarding house is connected with the school, where the pupils may board at cost.

The whole number of pupils belonging since first organization is 376. Number of pupils belonging 1870–71, 128; number of pupils belonging 1871–72, to date, 207; number of graduates to date, 95.

## PEORIA COUNTY NORMAL SCHOOL.

This school has steadily progressed, both in popular favor and in every element of efficiency, and is now firmly established in the new and admirably arranged building erected by the city for its especial occupancy and use. For the following very satisfactory account of the institution—what it is doing, and some of the results accomplished—I am indebted to the courtesy of the Principal, Mr. S. H. White :

“The Peoria County Normal School has been established four years. The number of pupils in attendance during that time is shown by the following table :

The total number attending during 1868-69 was.....	56
“ “ “ 1869-70 “ .....	69
“ “ “ 1870-71 “ .....	89
“ “ “ 1871-72 “ .....	86

“The number during the present term, up to the present time, December 3, 1872, is 81. The comparatively small number during the year 1871-72 is owing to the fact that the school was closed during a part of the second term on account of the prevalence of small pox in the city at that time.

“In January of the present year, the school took possession of the new, commodious and convenient building, erected for its use by the city of Peoria. In it both the Normal and Training Departments are accommodated. The latter contains about seventy pupils living in the district in which the school is situated. These pupils belong to the primary department of the public schools of the city. They receive instruction from the pupils of the Normal school working under the direction of the Training Teacher.

“The corps of instruction in the school consists of the principal, two assistants, and a Training Teacher.

“The appropriation for the support of the school for the current year is \$4,600. This sum does not include the expense of fuel or janitor's services.

“The course of study embraces the studies heretofore taught in the common schools, with vocal music, natural philosophy, physiology, botany, zoology, algebra, geometry, analysis of English words, rhetoric, mental philosophy, methods of instruction and school management. Each of the pupils is expected, before going out to teach, to spend some time in the work of observation and instruction in the Training Department.

“The time occupied by the course depends upon the advancement of pupils on entering the school, and upon their general abilities. With very few does it occupy so short a time as two years. The experience of the school is that pupils finish the course in such time as their abilities

will permit, or in such disconnected periods as their circumstances will allow, receiving their diplomas, however, only at the close of the year.

“ Among the results of the establishment of the school, the following may be named :

1. “ A greater desire of teachers to fit themselves for their work. Very many are ready to give what time they can afford, even though it be short, to preparation. The great majority of the pupils attend less than two terms while very few are present three terms consecutively. There are some who have returned three or four times to the school after as many intervals of teaching.

2. “ The proportion of teachers in the county who have enjoyed the advantages of the school is increasing. During the year 1870, fourteen per cent. of those receiving certificates from the County Superintendent had been pupils of the school. In the year 1871, the same number was twenty-two per cent., while during the present year, up to this time, the number has reached thirty-five per cent.

3. “ There is a greater permanency of teachers than formerly. Instead of districts employing one teacher for the summer school and another during the winter, engagements of teachers to teach for the year are numerous, and are continually increasing in number.

4. “ There is a better acquaintance among the teachers of the county; a greater interest is felt in each other's success ; and a greater readiness to profit by each other's experience exists. The meetings of teachers in different parts of the county are more largely attended, and there is a greater freedom in the expression of opinion upon subjects connected with the teacher's work.

“ At the commencement of the next term, January 6th, 1873, a class will be organized in each one of the sciences, Physiology, Natural Philosophy, Botany, and Zoology. This class will be for the especial benefit of those who are intending to teach during the summer, and will continue through the term—thirteen weeks.”

## THE EDUCATIONAL RIGHTS OF CHILDREN.

## PRELIMINARY OBSERVATIONS.

In the preceding pages I have endeavored to exhibit the condition of the common and normal schools of the State, to point out the excellencies and defects of the new school law, and to indicate some of the means by which the educational forces of the system may be increased, and its efficiency promoted. I now approach the consideration of another question of great practical moment, one that is regarded by many as "the most important school question of modern times," namely: How shall the evil of voluntary absenteeism be arrested, and all the youth of the State, not otherwise educated, be brought into the public schools? In other words, how shall the children of the State be protected against the wrongs and evils of illiteracy, and secured in their educational rights?

That this is an inquiry of the gravest concern, is apparent. What avails the skill of the physician if the patient rejects his services; or the potency of the best remedies, if the sick man will not take them? Torpor and death from the biting cold are not prevented by the *proffer* of garments, though the softest and warmest—they must be *put on*. Sunlight and oxygen flood the world, with divine munificence, yet those who abide in darkness and miasm will perish from asphyxia, nevertheless. There may be water, copious and perennial, at every street corner, but the burning city will not be saved, unless the streams are turned upon the flames. And so, there may be a school-house and teacher, ready and waiting, on every square mile of inhabited territory, while ignorance and barbarism are not diminished. Given all other elements, as lands, buildings, equipments, funds and teachers, of the best quality and in costliest profusion, there yet remains another essential condition—*pupils*. If these are wanting, or to the extent that these are wanting, there is no education. To that extent treasure is wasted, time is lost, and the system is a failure. The two elements—the educating appliances and forces, and the material to be operated upon—must be brought together, or there will be no results. The grain must be brought to the mill, the cotton and wool to the factory, the marble blocks to the sculptor, or there will be no flour, or fabrics, or statuary. To state these things is to prove them—they are self-evident.

## THE QUESTION STATED.

The subject thus introduced is now prominently before the American people, or that portion of it interested in public education—and who is not—and is justly enlisting the profoundest attention. It is usually considered under the form of "compulsory school attendance"—some-

times under the better form of "obligatory education," and other equivalent or similar designations. The essential idea is the same, whatever the phraseology in which the proposition is couched; that idea is expressed in the question: What shall be done to get the school-children into the schools, and to arrest the alarming increase of truancy and voluntary absenteeism? But while the verbal formula may be of little consequence, yet, aside from the ill-repute into which the other forms of statement have fallen, and the unthinking hostility which they seem to have needlessly invited, they do not, it seems to me, express the cardinal idea involved, in the fittest and most appropriate manner. They seem, in some degree, to misplace the emphasis, laying it rather upon the children than upon parents and guardians, where I think it more properly belongs. Believing, as I do, that the greater fault lies against parents and guardians, for neglecting or refusing to send their children and wards to school, and not against the latter, for refusing to attend; and hence that the real gravamen consists in depriving children and youth of their educational rights, at a period when they can neither appreciate the loss incurred, nor obtain redress for the wrong inflicted—holding this to be the juster view of the subject, when the law-making power is invoked in behalf these victims of neglect and wrong, I would have the statute entitled, not an act to compel the attendance of children at school, but an act to secure to children *their right* to a good common school education. This is the aspect in which the subject presents itself most forcibly to my mind, and the light in which I prefer to consider it.

#### GROUNDWORKS OF THE RIGHT TO EDUCATION.

Are there, then, such rights, or is the claim a mere sentiment, a bare assumption?—a pertinent inquiry, for the affirmation that there are, is the major premise of the argument, and essential to its strength; rights and privileges that do not exist, cannot be infringed, abridged or denied. The right to the rudiments of knowledge, is a common, natural right of humanity; and, in this state, it is also a constitutional and legal right. If children had any control over the question of their own existence, and over the circumstances and relations of their early years, the case would be different; they might in that event be left, as adults are, to take their chances in the world, according to the wisdom or folly of their own choice and acts. But as they have no such control, coming into the world utterly helpless and powerless, with such surroundings and influences as chance may send, without the least ability to modify or improve them, their status is wholly unlike that of any other class in community. Others must do for them what they cannot do for themselves. Their mute appeal for sympathy and guidance and help, is the tenderest and, to good men, the mightiest that can be addressed to

the soul. Their parents and friends know the world, and life, its needs, dangers and vicissitudes, and what preparation therefor is necessary—they themselves do not. The former understand the power there is in knowledge, what a fulcrum it is to the lever of industry and enterprise, and the weakness and disabilities of ignorance—the latter apprehend none of these things. If these facts do not establish a claim against the parent, guardian or friend, for the rudiments of a sound education; if they do not constitute a right thereto on the part of the child, that is original, absolute, inalienable and sacred—a claim, the repudiation of which is treason to the holiest of social trusts—a right, the denial of which is perjury to the moral pledges of parentage—then there are no natural claims of one human being upon another, nor any original and inviolable human rights. Every institution for the education of the blind, the deaf and mute, and the imbecile, is a sublime, God-honoring and humanity-loving demonstration that this claim of the weak upon the strong, of the unfortunate upon the favored, *has* recognition among men—that this right of the helpless to be lifted toward the light and helped onward in life, by the strong arms of their more favored brethren, is joyfully admitted among the nations of the earth. The claim is not written upon parchment, but it is graven on the soul; the right is enumerated in the divine bill of rights in God's own gracious *magna charta*—the moral constitution and conscience of the race. The blind, the deaf, the dumb and the feeble-minded, are instructed and helped by the State *because* they are thus unfortunate; because they must enter the race of life with such fearful odds against them. The commonwealth stretches forth its kindly hand to cheer and encourage them, and to do what it can to compensate their irreparable losses, by treating them as wards and foster-children, by educating them in the elements of knowledge and instructing them in such arts and industries as are within the reach of their crippled powers, so that they may be able to earn their bread and make the most of their hard lot—and the spectacle of such loving ministries by a powerful state toward its sightless, voiceless, and almost mindless children, is one fit for the contemplation of God, angels and men. And the right of all children to the panoply of knowledge, rests upon the same higher law of love and humanity, for they are all defenceless and impotent. Though not literally blind, deaf, mute and well-nigh bereft of reason, yet they can not see what is for their good, they cannot hear the voices of wisdom and experience, they cannot utter their needs for they do not know them, they cannot apprehend the relations of the present to the future—of youth to manhood—of education to success and happiness. Hence, those who can see and hear and understand and know these things, are under sacred and irrevocable obligations to see that they are fitted to begin and pursue the race of life, when the years of childhood and pupillage

are ended. To send them forth without this preparation is cruelty—to neglect this duty, is inexcusable—to refuse to perform it, is a crime. Down among the ever-living rocks of these solemn facts and primordial truths, the right of children to be educated is impregnably intrenched.

But I have said that, in this State, at least, these rights are also guaranteed by the constitution, and established by law. The first section of the eighth article of the organic law of Illinois declares that: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education;" and this injunction of the constitution is obeyed in the forty-eighth section of the school law, which declares that boards of directors, "shall establish and keep in operation, for at least five months in each year, and longer if practicable, a sufficient number of free schools for the proper accommodation of all children in the district over the age of six and under twenty-one years, and shall secure to all such children the right and opportunity to an equal education in such free schools."

In conformity with these provisions, there is now in this State a free school system, well established, thoroughly organized, and in successful operation. There are teachers, school-houses, and other necessary accessories and facilities sufficient to accommodate all the school children of the State; or if in any case there is or should be a lack of any of these, the powers conferred by law are ample to enable directors to supply the deficiency, and provide for the entire school-going population in their several districts. The machinery of the system is complete in all its parts; the needful revenues are fully provided for; the school officers are all at their respective posts; twelve thousand school houses, built, furnished and equipped, stand with open doors, inviting all to come; and twenty-one thousand teachers are at their desks, ready to receive and instruct the entire host of eight hundred and eighty-two thousand school-children in the State, being an average of only forty-two pupils to each teacher. Contemplating these facts, we may truly say: "Behold all things are now ready." But the grave question recurs: If those who have the custody and guardianship of children, refuse or neglect to avail themselves of these munificent provisions—if they do not, or will not, send them to the public schools, or otherwise cause them to be educated, what shall be done? I answer, let such parents and guardians be *required by law* to discharge that duty.

#### THE PROPOSITIONS TO BE SUSTAINED.

As this policy is objected to on the grounds, chiefly—that such an enactment would be an extraordinary and unwarrantable assumption of power on the part of the legislature; and that such legislation is neither

expedient nor necessary—it will be my aim to endeavor to establish the two following propositions: Parents and guardians should be enjoined, by appropriate legislation, to secure for their children and wards a good common school education—

I. *Because it is Competent for the General Assembly to pass such laws.*

II. *Because it is Necessary and Expedient.*

If these two propositions can be established, the doctrine of legislative interposition to arrest the evils of non-attendance and truancy, and to secure to all the youth of the State the rights and benefits of education, will also be established.

### I.

First, then: The Legislative Department may properly undertake to deal with this question of school attendance.

This proposition simply affirms that the *people* of a commonwealth may properly take this matter in hand. For, behind General Assemblies are massed the people, the formal embodiment and promulgation of whose will, judgment or moral convictions, as the case may be, is legislation. Whatever matters and interests, therefore, fall legitimately within the handling of the people, as the supreme and authoritative body politic, come also within the jurisdiction of General Assemblies, the people's representative agents and servants. All of our theories and practices as American States and communities, conform to and rest upon these maxims of civil government—none, in this country, deny them. Now, there are certain things which are essential to the very *existence* of an organized civil community, even in its most rudimentary form. Most of these primary conditions are so obvious and imperative, as to have the spontaneous and almost universal assent of the members of the community. Among them are the rights and immunities of person and property. So self-evident are these initial requirements of civil and municipal existence, that little or no opposition to the enforcement of them is encountered. Life and property *must* be protected—it is the instinctive, spontaneous and absolute decree of the popular will that they shall be. But, instead of each man, club or pistol in hand, standing guard over his own property, and becoming his own swift and irresponsible avenger of blood, the popular will on these subjects passes on to legislative halls, thence to re-appear in the form of penal and criminal laws for the repression and punishment of murder, robbery, burglary, arson, etc. And for the enforcement of these just and necessary enactments, there are the jail, the dungeon, the gibbet, and the mailed hands of the officers of the law, supported, if need be, by the resistless *posse*.



## THE STRONG HAND IN RESERVE.

These elementary laws are all compulsory. Force stands ever in the back-ground, ready to uphold the majesty of the law, or to execute the decrees of courts. Without this element of force, ever in reserve, and known so to be, criminal and punitive codes would be but chaff before the whirlwind, affording no protection at all against the insurgent passions of lawless men. There stands the enactment, formulating the popular mind, and conscience and will, grounded upon a primal necessity of civil society, of most beneficent intent, a pledge for the safety of every well-disposed citizen. For such it has no terrors—utters no menace—infringes no right—challenges no opposition—inspires no odium. Armed, indeed, is it, with the high prerogatives of power; a glittering sword does indeed lurk beneath the folds of its robe. But that is only for the assassin and thief, for the prowling burglar and the midnight incendiary. Until awakened by one of these, that blade sleeps, concealed amid the verbal draperies of the law, gently as the head of infancy upon the maternal breast. But *then*, its leap from its hiding place is terrible and sure.

Having established these elementary safeguards, the inchoate community is soon pressed by other needs, demanding other legislative provisions. Roads, highways and streets; bridges, market-places and public buildings, and countless other improvements and structures are required, in rapid succession, for the comfort and convenience of the people, and for the transaction of accumulating public business. To lay out and construct these, much labor and skill, and large sums of money are necessary. No one man, nor any fractional part of the community, has the strength or resources for such extensive and costly enterprises; nor would it be just to impose the whole burden upon one, or a part, even if there were ability to assume it. The work must be done by associated effort—by united hands and purses. It is for all, and all must participate in the labor and cost, each according to his ability. To construct and maintain the roads and highways, the whole able-bodied male population is called out, and must respond, either in person or by a money equivalent sufficient to employ a substitute. The general revenue needful for public uses is secured by a device called taxation. Discreet persons are chosen to estimate the value of every man's possessions, of whatever kind—the aggregate of these values is compared with the total amount required for public uses, and therefrom is deduced the number of mills or cents which each man must pay on every dollar's worth of his possessions. Particular times and places are designated, when and where every man is to repair and pay over the sums due, to the persons appointed by the community, as its agents, to receive the same.

Now, it would seem that a contrivance so simple as this, so necessary for the public good, so manifestly just and equitable, might be safely left to the voluntary acceptance and compliance of the people, without legislation, or coercive provisions. But, however reasonable such expectation, experience demonstrates it to be fallacious. Citizens are not wanting who, without a blush, use the bridges and highways, and enjoy all the public improvements and conveniences, to the making, building and maintenance of which they did not and will not contribute a farthing. This increases the burdens of the rest, who justly complain of the wrong, and again the community must seek redress through the authoritative forms of law, coupled with penal provisions, and, in the last resort, with the full power of the physical arm. If a selfish property-holder will not pay his proportion of taxes voluntarily, he is compelled to pay them. In default, the indignant people at last, through their own accredited agents, the officers of the law, take his property, with the strong hand, and sell it; forcing him to bear his just part in the common and necessary burdens of the commonwealth.

The same is true of assessments levied to maintain a police force to protect the lives and property of citizens and insure the public peace and tranquillity—to establish and support a fire department, that shall be ever ready to rescue the homes and possessions of the people from the devastating flames—to build strongholds for the safe custody of criminals and outlaws, and numberless other purposes demanded by the common weal. The people have sent all these assessments through the forms of law, and environed them, every one, with compulsory provisions directed against the selfish, the unintelligent and the unreasonable. The tax that avarice, or stupidity, or obstinacy will not pay for these beneficent and necessary uses, is extorted, even from the clenched fist of the desperate recusant, by the iron grip of the ministers of the law. The things thus far enumerated belong, it is true, to civil society in its more rudimentary forms, and being manifestly essential thereto, none but the depraved or stupid, the moral Bedouins of the body politic, deny that they are all proper subjects of compulsory and punitive legislation.

#### SUPREMACY OF THE PEOPLE CONTINUES.

But do the prerogatives of government, that is, of the people in their sovereign capacity, cease with the establishment and maintenance of these elementary principles of social and political order? Does the supremacy of the people, acting through general assemblies which do but reflect and make effective that supremacy, stop, of necessity, with the care of these material interests of the commonwealth? Must the column of governmental forces be peremptorily halted on the very line that divides the lower from the higher plane of civilization—at the very

foot of the mount of social and political transfiguration? May the people, through those of their number chosen for the purpose, called legislators, pass laws that shall help to put bread into hungry mouths, hats on uncovered heads, coats on naked backs, and shoes on bare feet, but not dare to recognize greater needs and deeper cravings? Is the work of a community done, are its powers exhausted, when the cry, "what shall we eat, and what shall we drink, and wherewithal shall we be clothed," has been heard and regarded? Who says to human governments, striving to evolve a nobler civilization: "Thus far, but no further?" What high decree of God or of men strikes the sceptre from the popular hand the moment it would summon the masses from dusty highways and sordid market places, out to green fields and sun-lit mountains? Who has been commissioned to roll a red sea of perpetual despair in front of the children of men, as they would fain fly toward the land of promise, from the task-masters of Egypt?

#### MATTERS OF FACT.

Passing, now, the further analysis of the primary and inalienable rights and powers of the people, which these inquiries challenge—how is it in point of fact? Do legislatures, as the fiduciaries of the people, renounce their sovereignty at the outer threshold of God's temples of grace and beauty—not daring to enter? Do the people always stay contentedly in the workshop, and amid the bales and casks of commerce, never daring to approach the Beautiful Gates, and swarm out where bright fields, the minstrelsy of birds, and glory-tinted skies invite? Are our statutes limited to the bare necessities and material utilities of life? Is the strong arm invoked for naught beyond the domain of our common and lower needs and comforts? Let the millions paid, willingly paid for the most part, here in republican America, in the form of taxes and assessments levied and collected by State and municipal law, for gigantic reservoirs and costly water-works—for Lake Tunnels and Croton and Cochituate Aqueducts—for Central Parks, and other parks and pleasure grounds innumerable—for public fountains, gardens and promenades—for public museums, galleries of art, academies of music, libraries and reading rooms—for flooding the streets and public buildings with artificial light by night—for memorial statues and structures in granite and bronze and marble, and a hundred other forms of public ministry to the demands of æsthetic culture—of elegance, taste and beauty—let all these, so familiar and so valued, be the emphatic answer.

The people rise to a conception and appreciation of these things; they desire them, believe it right to have them, and resolve to have them. And then, as in all other instances, so in this, their will at length passes on to legislative halls, and is recorded in imperative statutes—money is wanted for *beauty* as well as for *bread*, for art as well as for trade. The

mandate goes forth and searches out and hunts down every tax-payer, and just behind, stand the same inexorable, mail-clad, resistless sentinels and servitors of the laws, armed with the powers and weapons of compulsion. Is the assessment for a Park, a Fountain or a Statue? it must be paid, under the same penalties and at the peril of the same coercion as if it were for a bridge, a prison or an almshouse. Now, these things lie *beyond* the iron orbit of hard material necessities, out in the blue firmament where play the forces of a higher civilization, where the inspirations of art and taste and beauty have recognition. And yet the regency of the people over them, through the law-making power, is acknowledged. They are, to-day, among the familiar subjects of federal, State and municipal legislation.

In direct alignment with the examples just noted, is the history and development of free public education in this country. The idea of free schools, established and supported by the State, was born of the political sagacity, far-reaching wisdom and sanctified common sense of the New England Fathers, who builded their moral, social and political institutions upon foundations as enduring as the rocks of their own sea-girt colonies. The splendid results of that grand idea have been the admiration of observing nations for more than a hundred years. It was a seminal and diffusive truth that was planted by those hardy, liberty-loving men of God. It enfolded the germinal principles, the essential elements, of our political system—the vital ideas of a free republican State. It has been adopted by nearly every commonwealth from the Lakes to the Gulf, and from Sea to Sea.

How has it attained this universal recognition—this firm intrenchment in the laws? Just as all the other popular measures to which reference has been made. It commended itself to the judgment of the people; it was seen to be essential to the public welfare, and the people therefore decreed that it should be put in practice. Their decree went up to general assemblies and was there re-issued in the form of State school laws, with all the machinery required for their enforcement. And now in all these free school States, every property-owner, resident or non-resident, bachelor or patriarch, whether personally friendly or hostile to the system, must pay the school tax assessed against him. The whole power of the State is in reserve to enforce the law and collect the tax, and the people, almost with one voice, say it is right.

#### A PALPABLE INCONSISTENCY.

But now, when it is proposed to go a step further, in precisely the same direction, in the same moral and political plane, in furtherance of precisely the same ends, and seek such additional legislation as will tend to perfect and consummate the whole work—as will utilize the enormous expenditures of money and secure the largest possible harvest for the

intellectual and moral garnerers of the commonwealth—a sudden halt is sounded all along the line, and notes of apprehension and alarm are heard. Multitudes who ardently, and even vehemently, defend and support free schools, and favor the imposition of every tax necessary to their maintenance in the most liberal and efficient manner, are unaccountably disturbed at the idea of any legal provisions to secure attendance. The attitude and opinions of these good men may be thus epitomized :

“Proclaim the gospel of universal education by free public schools,” they say: “it is the only gospel of political safety. Ballots for all, without knowledge for all, is the precipitous road to anarchy or despotism. Establish your school systems, with all their intricate and nicely-adjusted machinery, and their tens of thousands of school officers and fiduciary agents. Let the school-houses rise and their bells ring out from every hill-side and valley, from every cross-roads and prairie. Seek out, train and employ the choicest men and women of the land to instruct and teach the children of the people, with a wise disregard of false economy as to wages. Furnish and equip, with a lavish hand, the buildings and grounds, with whatsoever is required for the work of instruction, or demanded by the rules of convenience and taste. And for all these things *tax* the people. Tax them, if need be, to the utmost limits of State law, municipal law, local district law, and sub-district law. Tax them on all realty and personalty ; let no description or class of property escape. Tax them for buildings, furniture and apparatus ; for books and libraries ; for grounds and appurtenances, and for the improvement and ornamentation thereof. Tax them for superintendents and assistant superintendents ; for head-masters and principals ; for teachers and assistant teachers ; for special instructors and lecturers ; for penmanship, music and drawing ; for culture in science, art and language. Tax them for primary schools, intermediate schools, grammar schools, high schools, normal schools, scientific and polytechnic schools, agricultural schools and colleges, and, if you will, for a great free university at the head of all. Tax them for the salaries and wages of school officers and employees, from State Superintendents and Secretaries of Boards of Education, down to janitors, messengers and errand boys ; for the commissions and expenses of overseers, collectors and treasurers. Tax, with a free hand, that nothing be wanting, for the people *must be educated*. If any refuse to pay, bring down upon them the strong arm, and make them pay ; enforce the law, seize and sell their goods and property, and extort the tax, for the youth of this nation must be educated. Do all these things without hesitation or fear ; replenish and fill your school treasuries, and keep them full, in city, town and country. Spare no pains, omit no duty, exercise every power conferred by law, for the very life of the Republic depends upon the

education of all the people. *But*, let there be *no compulsion* in the matter of *attendance* ! Any legislation on that subject would be un-American, anti-republican, arbitrary, despotic, odious. Every parent must be left at perfect liberty to avail himself of these princely provisions, or not, and to educate his child, or leave it in ignorance, as he may elect ; and where there is no parental control, the right of the child to go to school or stay away, must on no account be infringed or abridged. These are matters with which the government, even though that government be but the embodiment and utterance of the popular will, has no business to meddle. Reserved and sacred precincts are these, into which no impertinent school law may presume to intrude. The very idea of pressure in this direction is offensive, and repugnant to the spirit of our institutions."

"Moreover," say they, "such legislation will do no good ; it will not reach the evil—the spirits of absenteeism and truancy cannot be so exorcised. It will merely offend, and alienate, without materially adding to the muster-rolls of the schools. And besides, it is vain to pass laws in advance of public sentiment ; they will be an irritation and offence, while practically remaining a dead letter. And again, if parents may be compelled to educate their children as the State prescribes, in things secular and temporal, they may also in things religious and spiritual, and thus the inviolable realm of conscience may be invaded. Only make the schools themselves what they should be, and the maximum attendance will be attained without legislation. In every view, therefore, the attempt to reach the question of attendance in this way, is impolitic and unnecessary, and would prove inoperative and mischievous."

This summarizes, not unfairly I think, the pith of what is urged on the other side. I will not characterize these objections as preposterous, but I do say that they will not bear the light of reason, analysis, and experience.

#### FORCE AS AN ELEMENT IN GOVERNMENT.

And first, as to the allegation that such legislation would be un-American ; a new and dangerous assumption of power ; an alarming perversion of the governmental function. Notice, it is with the prerogatives of republican commonwealths, supreme political communities, that we are dealing ; not with private associations, or organizations within the orbit of the sovereign authority. We are concerned with what the *people*, massed as a substantive unit, have the authority and power to do, through their own forms and appliances of government.

It is then, but the utterance of an irrefragable political truth to declare, as I do declare, that all secular human governments depend, in the last resort, upon bayonets and bomb-shells, that is, upon force. Compul-

sion, the power of enforcing obedience, is the bed-rock on which every organized human government, of whatsoever kind, rests down, and on which it must abide and will abide, till the Golden Age of the race, of which poets sing and for which christians pray, shall be ushered in.

In the rear of every mandate of autocrat or despot ; of every statute enacted by Parliament, Congress or General Assembly ; of every decree promulgated by tribunals of justice, round the globe, are drawn up, in silent, waiting, serried ranks, the grim legions of *force*. Their symbols of office are sabres and Gatling guns ; their arguments are grape-shot and steel. Their work *begins* when that of legislatures and courts *ceases* to be *effective*. I speak figuratively, but the figure expresses a truth, palpable, universal and unquestionable ; the truth that physical force, the power of compulsion, supplements, underlies and environs, of absolute necessity, all organized secular human governments ; all national, state and municipal legislation, and all judicial decrees—the truth, that without this investiture of force, and the right to invoke its presence and aid, when emergencies demand, every form of government among men would be liable to go to pieces with the first insurrectionary outbreak or convulsion. Of all optimistic political chimeras, the wildest and most fallacious is the notion that all the affairs of mundane states and nations can be conducted on strictly Sunday-school principles.

#### FAMILIAR EXAMPLES.

This element of force, this reserved right of coercion, runs through our whole political system from top to bottom. It confronts us everywhere. For rebellion and treason, it sets in motion the Army and the Navy, sweeps land and sea with the crimson tempest of war, and *drives* insurgent States back to their spheres within the orbit of the Union ; for murder, it has the terrible retribution of the scaffold ; for robbery, arson, forgery and other high crimes, it builds the grim walls of prisons, jails and dungeons ; for mutiny on shipboard, its fetters are ever in readiness ; for desertion from the army, in the face of the enemy, it has drum-head courts-martial, and death by musketry ; for rebellion against the tax-laws, it decrees the seizure and sale of goods and property ; for innumerable minor offences against the provisions of law and the peace and order of society, it has temporary imprisonments, fines, forfeitures and countless other punishments and disabilities. In each and every case, in the last resort, it meets the culprit with clenched fists, not with moral precepts—it takes him by the throat, not by the hand.

Grading the penalty to the crime or the wrong, this strong hand is omnipresent and ubiquitous. We live and move, by land and by sea, by day and night, in an atmosphere of law, surcharged everywhere and every moment with the electricity of force, and if no red bolt descends upon our heads, it is simply because we obey the laws and behave our-

selves. We go quietly about our business from day to day, fearing no evil, dreading no danger; but let us dare to defy the laws, or commit a breach of the peace, and every one of us would be in jail in an hour—from every street the guardians of the peace would rush upon us, and hurry us off to the magistrate and the police-station.

How idle, then, to arraign this inseparable element of all civil government, as odious and dangerous, the moment it is proposed to extend it to another public interest of transcendent importance and magnitude, and one, too, the entire control of which has already been assumed by the State. For, in conceding the right of a commonwealth to make and enforce all other laws pertaining to public schools, the whole case is conceded. The enforcement of suitable laws in relation to attendance, would be incomparably less repugnant than that of the provisions of many existing school laws, which have ceased to challenge opposition. Our free school systems are already compulsory, at every step. Why then should the hand of the State be stayed, at the critical moment, at the supreme point where the object of all is to be gained or lost, through fear of a little more compulsion of the same sort? Who can tell why?

#### POPULAR MISAPPREHENSIONS OF THE SUBJECT.

It is not proposed to drag children to school, *vi et armis*, as some seem to imagine. That is but a goblin of the fancy, and, like all other phantoms of the brain, vanishes into thin air when closely confronted and interrogated. The proposed legal incentives to attendance, unfortunately *called* compulsion, belong to the simplest and most familiar category of legislative provisions. They are mildness itself, compared with the penalties affixed to each of a hundred other statutes, to which the people have been accustomed all their lives, and which, though really so, they do not think of as compulsory at all. To illustrate, I quote the material sections of a bill, on this subject, introduced into our legislature last winter:

"SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That every person having under his control a child between the ages of eight and fourteen years, shall annually, during the continuance of his control, send such child to some public school in the school district in which he resides, at least twelve weeks, if the public school of such district so long continues, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such school district a sum not exceeding twenty dollars.

"§ 2. The penalty provided for in section one shall not be imposed in cases where it appears, upon the inquiry of the directors of any school district, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him or her with the necessary clothing and books, or that such child has been kept in any other school for said period of time, or has already acquired the branches of learning taught in the public schools, or that his or her bodily or mental condition has been such as to prevent his or her attendance at school, or application to study for the period required."

I cite these portions of that bill merely to show the utter—almost ludicrous—groundlessness of the popular notions about the nature and extent of the proposed compulsion. The citation has no other importance



or significance, and is in no manner essential to the argument ; nor does the bill from which the extracts are taken fully embody my views of what such a law should be, by any means. But it serves well the purpose of indicating the general *character* of the legal *pressure* which it is proposed to bring to bear upon parents and guardians to induce them to educate their children; and of dispelling the ridiculous fancies entertained by the ignorant, and fostered by some who ought to know better, respecting the provisions and appliances of a compulsory school law. Laws in relation to school attendance, popularly called compulsory, are now in force in the States of Michigan, New Hampshire and Connecticut, and in none of them is the compulsion, the force, anything different from, or more alarming than, that prescribed in the bill from which I have quoted.

Now, compare these mild, inoffensive and reasonable requirements, with the penal provisions of nearly every statute of the civil code, in every State and municipality of the Republic, and then recall the array of rough expletives employed to characterize such a harmless thing as that which I have read—"odious, despotic, arbitrary, inquisitorial, repugnant, un-American, anti-republican, invasive of private rights, infamous, monstrous," *et cetera et ceterumque*, and tell me if the cratered mountain, that was to burst forth in regurgitations of smoke and fire to whelm the liberties of the people, as pictured by the disordered imaginations of some, does not dwindle to an ant-hill, of exceedingly diminutive, not to say contemptible proportions !

#### THE SCHOOL SYSTEM ALREADY COMPULSORY.

I have said that our general free school laws, aside from the question of attendance, are themselves compulsory. They are, indeed, conspicuously so, through and through, and from beginning to end. Read the provisions contained in all State school laws, and note how largely the voluntary element is excluded ; how mandatory their requirements, how absolute and peremptory the control. Note the plenary powers vested in boards of directors to make and enforce rules and regulations ; their unlimited jurisdiction over the time, conduct and studies of pupils. See how these powers, armed with the authority of summary suspension or expulsion, accompany and environ the children everywhere—pursuing them through the streets ; following them to their homes ; dictating, even there, how a portion of their time shall be spent ; penetrating the sanctuary of the domestic circle, modifying the hours of meals, and other household arrangements. Note how the State in its school laws, lays its authoritative hand upon the minds of the children, dictating *what* they shall study, and what they shall not ; upon their bodies, even to the infliction of stripes, for flagrant misdeeds ; upon their manners and morals, by inhibitions and requirements, pains and penalties, for infrac-

tions of codes to which the assent of parents has not been asked ; upon the very right to remain in school at all, authorizing suspension or expulsion at the absolute discretion of the school board, and that too, in this State, without any legal recourse or redress by action against the board.

Notice with what surprising unanimity the supreme judiciaries of all the great States, of Massachusetts conspicuously, have sustained the maintenance and exercise, by school boards, of these extraordinary powers over the minds, bodies, time, manners, studies, rights and privileges of the youth of the country while in the public schools ; how rarely the courts, supreme or inferior, have interposed against the prerogatives of teachers and school officers, declaring strict discipline and implicit obedience to be essential to the public welfare. Consider all these things, and that, with nearly equal unanimity, the people accept or acquiesce in this order of things, seeing it to be essential to the supreme end for which the schools exist, and then recall again the vehemence with which mild and considerate legislation like that to which I have referred, is assailed on account of its *compulsory* character !

Why, less than one year ago the legislature of Illinois passed a law, imposing upon teachers a fine of five hundred dollars, and incarcerating their bodies twelve calendar months in the county jail, for using in their own schools a book or piece of apparatus in which they might, as authors, inventors, or otherwise, chance to have an interest to the amount of one penny ; and that is now the law of the State—and, strange to say, while the people have their opinions as to the wisdom and justice of the law, there is no rebellion or convulsion, because it is admitted that the evil aimed at, *ought* to be extirpated. But the imposition of a fine of a few dollars, to induce parents to *accept* the *precious boon* of education for their children, is odious compulsion, subversive of the foundations of personal liberty, if not of the government itself !

#### ANALAGOUS CASES CITED.

The allegation that laws to secure attendance at school are unwarrantably invasive of private rights, and an abuse of the proper functions of government, is answered by reference to other notorious facts. Not to speak of the extreme war powers of the government, under color of which, husbands, fathers, sons and brothers are seized and hurried to the battle-field ; property of every description taken for public uses, with or without the owner's consent ; ships, railroads and telegraph lines laid under forced contribution, their rightful owners dispossessed, and government officers placed in command ; the people and resources of the whole country regarded as merely so much material for the common defence—not to speak of these desperate but familiar examples of coercion,

there are multitudes of others, scarcely less arbitrary, which belong to times of peace:

In periods of extreme danger or necessity, even sumptuary laws, of sweeping character, have been patiently submitted to, the right of the people, through their own constituted government, to protect themselves against impending danger from *whatsoever* cause, not being denied. A law, denounced by some as of this odious class, is now in force in this State—a general, and stringently penal statute, concerning the sale of ardent spirits. It received a large majority of votes in each House of Assembly, notwithstanding its compulsory provisions and protests against its alleged invasions of personal liberty.

So, let but the shadow of approaching pestilence touch our shores, and instantly the hygienic decrees of municipal legislatures and boards of health, are as stern and absolute as the edicts of the Cæsars. Every incoming ship is brought to at quarantine, as peremptorily as if she meditated a bombardment of the city; and if she should fail to respect the signal, a shot across her bows would be speedily followed by another *amidships*. The vessel may be returning from a long voyage—no taint of disease may in fact be on board—hundreds of weary people may be within a league of their homes—no heed is paid to them: *pestilence* threatens the great city, and the ship shall not proceed till inspected by the health-officer. Read the proclamations that ring through the city at such times, commanding all men everywhere instantly to remove every nuisance, and to cleanse and disinfect their premises. And upon the least reported neglect, see the officers and employees of the health-brigade, hurrying and swarming through the city, searching the dark purlieus, entering every suspected house, breaking down doors if opposed, peering into squalid nooks and corners, issuing peremptory orders, and *compelling* every body, rich or poor, to obey the commands of the sanitary board—or else themselves doing what is required, and compelling the owners to pay the expense. Only last summer, when the death-rate in New York increased so frightfully under the dog-day heats of July, some twenty-five families, the papers say, were actually turned temporarily into the streets, driven out of their dwelling-places by the police, because the reeking dens in which they lived, imperiled the public health.

So of the ordinary enactments concerning nuisances—the regulation of markets and market-places—the obstruction of streets and alleys—the abuse of public parks and buildings—the erection of houses within the fire limits—rules and ordinances in respect to vaccination, and other things innumerable. They are all compulsory, sternly so; they all, in one sense, abridge the personal liberty of the individual citizen; but because the *public good demands them*, they are enforced. And now

when the country is menaced by an evil which no quarantine can avert; when a malady is fastening itself upon the body politic that is beyond the skill of boards of health; when a shadow is settling down upon the country the end whereof may be political death, and the people see it and know it, and there is but one remedy, why should it not be applied?

I must here rest the defence of the first proposition. I think it has been shown, that a state or municipal legislature may properly undertake to deal with the question of school attendance—that such legislation is not foreign to the appropriate sphere and functions of republican government.

## II

Laws to secure attendance at school, that is, to secure to children their rights of education, are necessary and expedient.

Under this head a very few words shall suffice. If the competency of a State to include this as among the proper subjects of legislation, has been established, it only remains to consider the conditions and circumstances under which the power should be exercised.

### AN OBJECTION EXAMINED.

It is said that such laws cannot be enforced; that public sentiment is against them; that for a legislature to take a position a thousand moral leagues in advance of public opinion, and attempt to pull the people forward by a legal tow-line, is as chimerical as for a man-of-war to essay to take one of the islands of the sea into port, with cable and hawser—that in the one case as surely as in the other, the lines will be snapped asunder by the strain, leaving the mass unmoved. That is partly a truism, and partly a begging of the question. So much of it as affirms that laws, (admitting there may be such), to which a majority of the people are actively opposed, cannot be executed, is a truism; like saying that a pyramid cannot stand upon its apex. So much as assumes that public sentiment is hostile to such legislation, begs the question.

It might be said that in a form of government like ours, the enactment of a law pre-supposes and implies popular approval thereof, legislation in this country being, as has already been repeated, but the crystallization of the popular will into legal forms. But, while there is not a little truth in that view, it may be considered as rather the argument of lawyers, and I do not care to press it—especially as other resources of reply are abundant. It is true, and must therefore be admitted, that measures may be introduced into legislative bodies and become laws, not only without the supporting column of the electors of the commonwealth, but in actual antagonism with the popular judgment. Instances are not wanting, indeed, where the printed statute has conveyed to the

astonished masses their first knowledge of the matters contained therein. These are the laws which cannot and, some of which ought not, to be enforced, having in them no vitalizing leaven of popular ideas and purposes, even if not conceived in mischief, and treason to the public weal. They belong, for the most part, to that infamous category, known in these days as "ring legislation," the work of rogues and demagogues, taking "snap judgment" on the people by rushing their corrupt measures through, before even a rumor thereof can reach their outraged constituents—or else, by mercenary combinations and conspiracies, defying the people.

But when a great public issue, intrinsically vital, far-reaching and aggressive, inviting criticism and assault, is separately and distinctly set before the people for examination and discussion—when that issue is discussed, thoroughly and exhaustively, and the whole body of electors are made familiar with it, and choose their delegates to the legislature with reference to it—and when a clear majority of the known friends of that measure are elected, and the contest is transferred from the hustings to legislative halls, and is again fought triumphantly through, and promulgated as the law of the land—that law is the will of the people; entrenched in their convictions, representing their moral sentiments, and challenging their respect and support—and it will be enforced.

#### PERTINENT QUERIES.

Now, has this great question of securing to all children the rights of education, ever been *thus* canvassed before the people? Has it ever been discussed in all its bearings, in conventions and mass meetings, in the press and on the "stump," from city to city, town to town, and school-house to school-house, as other exciting public questions have been? If so, when and where? If not, how can it be said that public sentiment is opposed to it, or is not ready for it? If, in any commonwealth, this question has been made the issue, or one of the issues, in the contest for seats in the legislature, were the candidates accepting and standing upon that issue defeated? If so, in what State and when? If not, how is it known, or how can it be assumed, that in such a contest such candidates would be defeated? If, in any State, such a contest has been had, the friends of compulsory laws elected, the laws passed, and it was then found that they could not be carried into effect, could not be enforced, when and in what State did it happen? If there has been no such instance, how can it be affirmed that such laws, so passed, could not be enforced? The fact is that this issue has never been fairly tried before the American people, in any State. The argument in favor of such laws is so overwhelming that the movement of the people would be like the waves of the sea, did they but understand it. It is not hos-

tility, but ignorance of the true situation, and the distorted notions, and apathy, that accompany such ignorance.

Mere politicians, as a class, know little and care less about public education, or its place down among the profoundest elements of national life. The utterance of a few graceful platitudes, now and then, where personal thrift may be served thereby, is about all that the average professional politician attempts, or is equal to, indeed. There are conspicuous and even illustrious exceptions—but they *are exceptions*. The indifference, apathy and downright ignorance of the great body of partisan politicians, in respect to the nature, needs, operations and possibilities of our systems of popular instruction, and of the paramount claims of the problem of universal education to the most thoughtful study of every one who would know even the rudiments of true statesmanship—are facts as conspicuous, as they are lamentable—facts that astonish and bewilder the publicists of enlightened nations in Europe, and which are a just opprobrium to us in the eyes of the world. In confirmation, I might here mention instances, occurring in high places, in the states, and in the nation, that are simply astounding. Hence, when it is considered how largely American public opinion receives its impulse and trend from political leaders, it is no marvel that the people are so slow to grasp these higher ideas of education, and so ready to doubt and disparage them.

#### HOW TO TEST THE MATTER.

Let the claims of public education be set before the country as they really are, in the clear, honest white light of history, of reason and of facts; let it be affirmed, as it ought to be affirmed, that all other political questions are dwarfed in the presence of the supreme inquiry; How shall the youth of the nation be educated—fitted to be the depositaries of the jewel of civil and religious liberty; the custodians of the national honor in arts and in arms? Let the fact be everywhere proclaimed that the government of these United States, with all the delicate equipoises of its constitution and laws; the momentous questions of peace and war, of finance and commerce, of the myriad industries of the people—that this government and nation, with its splendid history and traditions, and its garnered hopes and prophecies for the political future of the nations of the earth is, in very truth, in the hands and at the mercy of electors unable to read one word of its great constitution, one word of its laws and their judicial expositions, one word of its illustrious history, one word even of the fateful ballots in their hands—by whom, at any general election, it may be hurled from the paths of national rectitude and honor, or precipitated into the gulf of anarchy; let it be shown to what enormous dimensions the evils of non-attendance and truancy have grown, the incredible waste of money and other edu-

cational resources thereby entailed, and the alarming fact that even in States where the schools are the best, and where the powers of the voluntary principle have been most nearly exhausted, the ratio of absenteeism has not been materially reduced; let the eyes of the people be turned towards the constantly augmenting hosts of ignorant young men annually crossing, in ceaseless procession, the line of manhood and assuming the ballot, and the super added multitudes of equally ignorant electors, recruited, by naturalization, from the teeming myriads pouring into the country from the old world, from every quarter of the globe; let the inevitable consequences of the exposure of this unintelligent and heterogeneous mass of voters to the arts and wiles of unprincipled demagogues be portrayed; let these facts and impending perils be made the themes of powerful leaders in the great newspapers of the country, day after day, week after week and month after month, as the comparatively paltry and ephemeral issues of partisan politics are; let them find earnest thinkers and eloquent tongues in conventions, mass-meetings, lyceums, lecture-halls and pulpits, and be thundered forth with vehement earnestness, pungent appeal and fiery rhetoric from every "stump" in the land,—and *then* see which way the tide of public sentiment will set! In less than twelve months the people would be thundering at the doors of general assemblies *demanding* compulsory laws, and opposition to their enforcement would be as chaff before the storm.

With one-tenth the study, argument and eloquence bestowed upon many of the comparatively trifling political questions of the hour, questions as inferior in dignity and importance as the by-laws of a Base Ball Club are to the Ten Commandments, there would be an opening of the graves of apathy, and a resurrection unto life, in behalf of popular education, that would shake the country from Oregon to Florida. It is the merest trifling, therefore, to say that the people are opposed to propositions which have never been placed distinctly before them, or indifferent to perils which they ignorantly do not believe to impend—propositions and dangers which have been always and everywhere overshadowed and pushed aside by other issues. What millions of double-leaded leaders, and impassioned appeals are written and printed during every presidential canvass, to prove that this or that candidate should be at the head of the government for the next four years—while questions that take hold of the destinies of the nation for the next four centuries, and indeed for all time, receive hardly more than a passing notice. Unless we look more to the education of the people, to their intellectual and moral elevation, the time will come when we shall not have a country of which any good man would care to be president. With an educated and upright people, we may defy the worst man whom God will suffer to be elected president—he cannot do much mischief; while, with

an ignorant and depraved people, the best president that ever sat in the seat of Washington, would be powerless.

#### AN OBVIOUS FALLACY.

But, it is said, when public opinion is thus prepared for compulsory laws, there will be no need of them; since, by the very conditions supposed, the pressure of public sentiment will then of itself be sufficient to suppress absenteeism. Then, what need of legislation on any subject, that has the general approval? Public opinion is overwhelmingly in favor of federal, State, county, municipal and local taxation, as a means of raising revenue for necessary public uses. Are revenue and tax-laws therefore unnecessary? Should they be abolished, and the voluntary principle substituted? What would be the effect of such an amiable and credulous policy upon the collectors' next delinquent lists! Laws are for the negligent, the remiss, the selfish and mercenary; not for those who cheerfully acknowledge and punctually perform their duties as citizens. Thousands pay their taxes because they *must*, and for no other reason. Shall those who pay willingly, because it is *right*, object to the law that compels their neighbors to bear their share in the common burdens? There can be no reasonable doubt that the effect of laws to secure attendance at school would be substantially the same as the effect of tax laws and of other general laws—securing obedience from a like proportion of those who would not otherwise act. Nor do I believe that the instances of the enforcement of penalties would be any greater in the former case than in the latter—the simple existence of the law would, as a general rule, be sufficient. That is the uniform experience in respect to the force and operation of all general laws accompanied with penal provisions.

#### JUSTICE DEMANDS THE LAW.

It is further to be said that such laws are demanded by the plainest principles of *justice*. The State undertakes to give *all* its youth a good common school education. School systems are grounded and operated on this idea. Under this plea, taxes are collected and the whole costly and complicated machinery is kept in motion. It is for the instruction of all, not of one-half, or two-thirds, or any other *fraction*. This is the attitude of the State towards every citizen and tax-payer; this is the nature of the covenant between the commonwealth and the people. By the payment of all taxes and assessments for school purposes, the citizen so far fulfills his part of the engagement, and has a clear moral right to demand that the State shall fulfill hers. If a man owes a thousand dollars, and has promised to pay it, and is able to pay it, is it honest to claim a receipt in full on payment of five hundred dollars? The State has virtually promised to educate all its youth; it is abundantly able



to redeem that promise—unlimited powers and resources are at its command for that purpose. How, then, can a full discharge be claimed while the obligation is but half performed? When the State, in the person of a school-tax collector, approaches a citizen and demands his money for the support of schools, and is repelled as one attempting to obtain money under false pretenses; promising to educate all, able to educate all, yet in fact educating but one-third, or one-half; refusing to make good its solemn covenants—what answer can be made? None whatever. The commonwealth stands self-condemned and speechless before the grave charge of that indignant citizen. Has not every taxpayer the right so to challenge the conduct of a State that exacts the full measure of tax, and yet neglects or refuses to comply with the conditions, on which alone the power to tax *at all* was conferred by the people?

#### EDUCATION LESSENS CRIME.

The expediency and necessity of laws to secure the education of youth may also be argued on the same grounds that the high duty of preventive legislation in respect to crime is maintained. Too much praise cannot be awarded those who are seeking to reform the criminal classes, and give them back to society fitted again for the duties and trusts of citizenship. But it is surely as wise to seek to prevent crime, to lessen the number of criminals, as to reform those who have already become such. I shall not argue the proposition that culture lessens crime. The proof has already been piled up mountain high, both from reason and experience. The reports of social science and prison associations, in Europe and America are replete with irrefutable facts and statistics in demonstration of the truth that the incarnate devils of vice, passion and crime are exorcised by the angels of light and knowledge, to an amazing degree. Indeed, there are some doctrines against which the healthy mind instinctively recoils, by a swift, irrepressible, *a priori* impulse, without waiting for, or needing, the slower processes of logical induction. Of such is the monstrous doctrine that malign propensities and tiger-like passions, are as much at home in minds filled with the resources and glory of knowledge, in bosoms hallowed by moral sentiments and softened by culture, as in stolid, stupid and besotted souls. When savage beasts leave the forest and jungle, to make their lairs amid the roses and fountains of our Parks and Gardens—then may that thing be.

Now, the State has a right to utilize this blessed law, whereby the enlargement of the nobler sentiments dwarfs, or supplants and expels the baser. It has a right to lift the children out of, and above, the fogs and swamps of sensualism, coarseness and savagery, toward the knowledge and desire of a better and richer life. It has the same right to protect society, in advance, through the public schools, that it has to do

the same thing afterwards, by reform schools, or by locking up or hanging the criminals. Prevention is not only easier and cheaper than cure, but infinitely more humane and noble. If, therefore, the duty of protecting society from the actually vile and criminal is imperative, and if power is necessarily commensurate with duty, then the obligation and authority to seek the same object from the other end of the line, are equally imperative and unquestionable. It is to be said, too, that the class that would be chiefly reached by compulsory laws, are the very ones most in need of the rescue—the children of the avaricious and depraved, and of the teeming thousands from foreign lands.

#### THE VERDICT OF STATISTICS.

Finally, the expediency and present necessity of legislative interposition to shield the children of the State from the dangers and the wrong of ignorance, may be urged with unanswerable force from the statistics of absenteeism, truancy and illiteracy in this country. It is an incontrovertible fact that the voluntary plan is but partially successful. The proof is as overwhelming, as it is alarming. The evidence is comprehensive and cumulative. It pours in from every State and territory, and from all the chief cities of the republic. The reports of State and city superintendents, and of the National Commissioner of Education, are burdened with the sad details. The number of absentees and truants in our chief commercial metropolis was reported, eight years ago, as a mighty army, 100,000 strong, and subsequent reports show little comparative improvement. Uncounted thousands of vagrant, lawless children prowl the streets, and roam through the purlieus of all our great cities, becoming precocious in wickedness, and going down with frightful precipitation to the nethermost abysses of vice, pollution and shame. Taking all the States from which reports are at hand, and the number who are even enrolled, in any given year, averages less than half the total school-going population, while the average daily attendance is less than one-fifth of that population.

But the fact that has most to do with the present inquiry is, that a comparison of the statistics of the last decade shows but slight *improvement* in the ratio of attendants to non-attendants, taking all the States, territories and cities into the account; while in many the change has even been for the worse—disproving the view that the evil is steadily abating, and that with better teachers, better methods and better schools, it will continue to decrease till the minimum is practically reached, without the intervention of law. For in no preceding ten years of our common school history has progress in the science and methods of teaching, and in whatsoever makes school inviting and effective, been so marked and rapid.

No, we are not "doing well enough," in this matter, as some affirm and try to believe. We must do a great deal better, and make haste about it, too. With the best school *systems*, and upon the whole, the best schools, in the world, as I verily believe—certainly the best *for us*—we lack we this one thing. And while we palter about imaginary infractions of personal liberty, and fancied assumptions of power by the State, and refuse to invoke the only arm that seems to have power to save, increasing myriads of native-born youth are growing up in illiteracy and vice, and the number is constantly augmented by still more ignorant masses from foreign shores. How long can the country endure this accumulating weight and strain, without parting asunder, or settling down into the furrows of the sea? The laws of cause and effect are inexorable and sure—the means of safety are at hand—if we do not use them, no miracle will be wrought to avert our destruction.

#### OPINIONS OF A DISTINGUISHED EDUCATOR.

Hon. B. G. Northrop, the very able and efficient Secretary of the Connecticut Board of Education, has recently thrown the weight of his official position and influence, and the support of his powerful pen, into the scale in favor of direct legal measures to secure the attendance of children at school. By his high personal character, scholarly culture, large experience in the supervision of State school systems, and extensive travel and observation in Europe, Mr. Northrop has earned and received recognition in this country, as *an authority* in educational matters. In evidence, it may be mentioned that, after a careful survey of the whole field in quest of the man best suited to the purpose, the Japanese Minister recently selected him to organize and superintend a general system of common schools for the Empire of Japan, and conferred him the position at an almost princely salary—and also, that his facts and arguments in favor of obligatory education, proved strong and cogent enough to induce the General Assembly of Connecticut, at its session in May last, to *adopt* his views on that subject, and to revise the school laws of the State in accordance therewith. The matured opinions of such a man are entitled to much consideration, and the importance of the subject warrants the following somewhat extended citation. In his last report to the Connecticut Board of Education, Mr. Northrop says:

"With growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants, I contend for the authority of the law, with its sterner sanctions to fall back upon in extreme cases. Where parental pride, interest or authority fail, and juvenile perverseness is otherwise incorrigible, legal coercion should be employed.

My former objections to obligatory attendance were fully removed by observations recently made in Europe.' Mingling much with plain

ple in Germany and other countries where attendance at school is compulsory, I sought in every way to learn their sentiments on this question. After the fullest inquiry in Prussia, especially among laborers of all sorts, I nowhere heard a word of objection to this law. The masses everywhere favor it. They say education is a necessity for all. They realize that the school is their privilege. They prize it and are proud of it. Attendance is voluntary in fact. Nobody seems to think of coercion. The law is operative, but it executes itself because it is right and beneficent, and commands universal approval. It is only the legal expression of the public will.

Universal education, more than anything else, has fraternized the great German nation. It has improved her social life, ennobled her homes, promoted private virtue, comfort, and thrift, and secured general prosperity in peace. It has given her unequaled prestige and power in war. "Whatever you would have appear in a nation's life, that you must put into its schools," was long since a Prussian motto. The school has there been the prime agent of loyalty. Love of country is the germ it long ago planted in the heart of every child. The fruit now matured gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to fatherland is a characteristic sentiment of the German people. Shall such a people, with such a history, complain of compulsory attendance? This law itself has been a teacher of the nation. It has everywhere proclaimed the necessity and dignity of the public school. Kings and nobles and ministers of State have combined to confirm and diffuse this sentiment, till now it pervades and assimilates all classes.

The absence of complaint about coercive attendance is not due, as some have supposed, to an enforced reticence or restraint. Proofs of the utmost freedom of speech abound. The Prussian military system is a grievous burden to the people. They dread it and bitterly denounce it. The law which takes every young man from his friends, his business and his home for three weary years of military service is hard, and is freely condemned. Many young families have left their fatherland for America, and thousands more are now planning to emigrate in order to escape this arbitrary conscription. But even the father who is most aggrieved by the army draft, lauds the school draft.

In various parts of Prussia and Saxony, I inquired of school directors, parents, and others, "Do you have any difficulty in executing the coercive law?" The answers were all substantially the same. "Many years ago," replied one, "there was some opposition. But the results of the law have commended it to all, and they obey it without complaint, and almost without exception." The present generation of parents having themselves experienced its advantages, are its advocates. Said a resident of Dresden, "A healthy child of school age can hardly be

found in this city who has not attended school. Were the question of compulsory attendance to be decided to-morrow in Saxony by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the law. The people would sooner increase than relax its rigor." I nowhere learned of any recent cases of punishment for infractions of it. In many places I was assured that the penalty is practically unknown..

The principle of obligatory instruction was advocated by the people before it was enacted by the government. The address of Luther to the municipal corporations in 1554, contains the earliest defense of it within my knowledge, in which he says: "Ah, if a State in time of war can oblige its citizens to take up the sword and the musket, has it not still more the power, and is it not its duty, to compel them to instruct their children, since we are all engaged in a most serious warfare waged with the spirit of evil, which rages in our midst seeking to depopulate the State of its virtuous men? It is my desire, above all things else, that every child should go to school, or be sent there by a magistrate."

The germ of this system in Prussia is found in a decree of Frederick II. in 1763, "We will that all our subjects, parents, guardians and masters send to school those children for whom they are responsible boys and girls, from their fifth year to the age of fourteen." This royal order was revived in 1794, and in the code of 1819 made more stringent with severe penalties, first warnings, then small fines, doubling the fines for repeated offenses, and finally imprisonment of parents, guardians and masters.

The penalties now are,

1. Admonition, in the form of a note of warning from the president of the local School Commission.

2. Summons to appear before the School Commission, with a remand from the presiding officer.

3. Complaint to the magistrate by the Commission, who usually exacts a fine of twenty cents, and for a second offense forty cents, for a third eighty cents, doubling the last fine for each repetition of the offense. The registers of attendance and absence are kept with scrupulous exactness by the teacher, and delivered to the president of the School Commission. Excuses are accepted for illness, exceedingly severe weather, great distance from school, and sometimes on account of the pressure of work in harvest time.

What are the objections to such a law in Connecticut? So far as we have heard they are the following:

1. Such a law would create a new crime. I reply it ought to. Bringing up children in ignorance is a crime, and should be treated as such. As the most prolific source of criminality, it should be under the ban of legal condemnation, and the restraint of legal punishment. All modern

civilization and legislation has made new crimes. Barbarism recognizes but few. To employ children in factories who are under ten years of age, or who have not attended school, or to employ minors under eighteen years of age more than twelve hours a day, is each a new crime.

2. It interferes with the liberty of parents. I reply again it ought to, when they are incapacitated by vice or other causes for the performance of essential duties as parents. Many other laws limit personal liberty. The requisition to serve on juries, or to aid the sheriff in arresting criminals, or the exactions of military service in the hour of the country's need,—these and many other laws do this. If the law may prohibit the owner from practicing cruelty upon his horse or ox, it may restrain the parent from dwarfing the mind and debasing the character of his child. If the State may imprison and punish juvenile criminals, it may remove the causes of their crime and its consequences of loss, injury and shame. The child has rights which not even a parent may violate. He may not rob his child of the sacred right of a good education. The law would justly punish a parent for starving his child, and more mischief is done by starving the mind than by famishing the body. The right of a parent to his children is founded on his ability and disposition to supply their wants of body and mind. When a parent is disqualified by intemperance, cruelty or insanity, society justly assumes the control of the children. In ancient Greece, the law gave almost unlimited authority to the father over his offspring. The same is true in some semi-barbarous nations now. In all Christian lands, the rights of the parent are held to imply certain correlative duties, and the duty to educate is as positive as to feed and clothe. Neglected children, when not orphans in fact, are virtually such, their parents ignoring their duties, and thus forfeiting their rights as parents. The State should protect the helpless, and especially these, its defenceless wards, who otherwise will be vicious as well as weak.

3. It arrogates new power by the government. So do all quarantine and hygienic regulations and laws for the abatement of nuisances. Now ignorance is as noxious as the most offensive nuisance, and more destructive than bodily contagions. Self protection is a fundamental law of society.

4. It is un-American and unadapted to our free institutions. To put the question in the most offensive form, it may be asked, "Would you have policemen drag your children to school?" I answer, "Yes, if it will prevent his dragging them to jail a few years hence." But this law in our land would invoke no "dragging," and no police espionage, or inquisitorial searches. With the annual enumeration and the school registers in hand, and the aid of the teachers and others most conversant with each district, school officers could easily learn who are the absentees.

There is no country of the world more jealous of liberty and more averse to any form of usurpation than our sister Republic of Switzerland. It rejoices in being the land of freedom. It glories in free schools, free speech, free press, free trade, free roads, free bridges; for its roads, though the best in Europe, are without tolls, and even the most costly suspension bridges are free. It has freedom in religion, freedom in traveling, no passports being required and no examination of luggage. No standing army and no gendarmes brandishing the threatening hand of power, as everywhere else in Europe, and yet this free people in all their twenty-two cantons, except four of the smallest, choose for themselves the system of compulsory attendance.

In our country there is every assurance of kindness and conciliation in the execution of the law. The plan is truly democratic, for its entire management is for the people and by the people, through school officers chosen by them and responsible to them. There is a large margin left in the construction of the law now on our statute book, in reference to children discharged from factory or other work for the purpose of attendance at school. The people plainly approve that law, stringent as are its provisions. I have heard of no opposition to it in any part of the State.

The only objection made to it, within my knowledge, is its limitation to the parents and guardians of those children *who are hired out*. They ask, "While we are justly required to send our children to school, why are the parents of children unemployed, it may be the idle and vicious, excused?" This has the look of class legislation. Make this law impartial and universal in its application, and you remove the only real objection as yet urged against it. This growing class of idle and ignorant children now claim our earnest attention. This law has already accomplished great good, and brought into our schools many children, otherwise absentees. There have been no penalties, no prosecutions even. The law itself has been a moral force. It is itself an effective advocate of education to the very class who need it most. Were the same law made universal in its application, I anticipate no opposition, no infliction of penalties, no legal processes whatever. The silent authority of the law will add force to the other arguments and persuasions which must ever be our chief reliance. It will encourage the friends of public schools to increased efforts in urging upon the indifferent and ignorant the great advantages of education. In the construction of the proposed law also, there will be a large margin; there will be conciliation and careful consideration of the circumstances and extenuations of each case.

It is largely through immigration that the number of ignorant, vagrant and criminal youth has recently multiplied to an extent truly alarming in some of our cities. Their depravity is sometimes defiant, and their resistance to moral suasion is obstinate. When personal

effort and persuasion and organized benevolence have utterly failed, let the law take them in hand, first to the public school, and if there incorrigible, then to the reform school. Those who need education most and prize it least are fit subjects for coercion, when all persuasives are in vain. The great influx of this foreign element has so far changed the condition of society as to require new legislation to meet the new exigency. The logic of events demands the recognition of compulsion, for we have imported parents so imbruted as to compel their young children to work for their grog and even to beg and steal in the streets when they should be in schools.

5. Compulsory education is monarchical in its origin and history. Common as is this impression, it is erroneous. Connecticut may justly claim to be one of the first States in the world to establish the principle of compulsory education. On this point our earliest laws were most rigid. They need but slight modification to adapt them to the changed circumstances of the present. Before the peace of Westphalia, before Prussia existed as a kingdom, and while Frederick William was only "elector of Brandenburg," Connecticut adopted coercive education.

In our early history, public opinion so heartily indorsed the principle of compulsory attendance, or rather, so thoroughly believed in the necessity of universal education and so generally desired and secured it for children and wards, that attendance lost its involuntary character. No doubt the law itself originally contributed to diffuse and deepen this sentiment. If at first it was the cause, it became at length only the expression of public opinion. The requirement of this law that "the barbarism" of ignorance should not be tolerated in any family, helped to make it disgraceful to keep even an apprentice from school. To bring up a child or ward in ignorance was shameful and barbarous in the eyes of our fathers. This is still the sentiment of the genuine Connecticut "Yankee." High appreciation of education is one of the most precious traditions of our State. To it we owe our growth, prosperity and liberty. But now we are a polyglot people. Immigrants from every nation of Europe abound, and some have come from Asia and the islands of the sea. The Germans and Jews, the Hollanders, Scotch, Swedes and Swiss, almost without exception, and most of the Irish favor universal education. But there have come among us many others, ignorant themselves, and caring not if their children grow up like them. They are so ignorant as to be insensible to the evils of illiteracy. Yet, on the other hand, there is a growing number of immigrants, who, realizing how they have suffered all their lives from ignorance, desire a good education for their children.

6. The most plausible objection to such a law is that it would sometimes bring hardship upon poor parents. But our existing law provides for extreme cases, and authorizes the school visitors to make such ex-



ceptions as necessity may require. The language of the statute is: "Unless the school visitors of the town in which such child may reside shall excuse the child from such attendance, on its being shown to their satisfaction that the physical or mental condition of such child, or the pecuniary necessities of the parents, are such as to render such attendance inexpedient or impracticable." Indeed we have all the legislation needed, if we strike out the single clause which virtually limits the application of the law to the poor, or to those who are "hired out" to work. We should thus obviate all the complaint made against our existing law, viz: that it is partial, and applies to only one class. It excuses the rich and the lazy, and binds only the *working* classes. The law says: "Every parent, guardian, or other person having control and charge of any child, between the ages of six and fourteen years, *who has been temporarily discharged from employment in any business, in order to be afforded an opportunity to receive instruction or schooling*, shall send such child to some public or private day school for the period for which such child may have been so discharged."

If by reason of wealth, indolence or vice, any children are not employed in some factory or other business, and are not discharged from such service in order to receive instruction or schooling, their parents or guardians are not affected by this law. The modification proposed would extend its application to all classes. It would then read: "Every parent, guardian or other person, having control and charge of any child between the ages of six and fourteen years, shall send such child to some public or private day school, or otherwise provide for the regular instruction of such child for a period of at least three months in each year, unless the school visitors of the town in which such child may reside shall excuse the child from such attendance, on its being shown to their satisfaction that the physical or mental condition of such child, or the pecuniary necessities of the parents, are such as to render such attendance inexpedient or impracticable."

The last provision above quoted removes the objection of seeming severity to the poor. No public officers will show more sympathy to them than the school visitors. In their hands the administration of the law will be kind and paternal. The right to enforce will be used mainly as an argument to persuade—an authoritative appeal to their good sense and parental pride. If any parents are too poor to send their children to school, individual charities or town benefactions cannot be better expended than for their relief. It is a short-sighted policy to permit indigence to perpetuate ignorance. The poor should not be left to transmit their poverty, by robbing their children of the sacred rights of education. If the schooling of all should involve some hardship, evils more and greater far would follow from ignorance. Better stint the stomach for three months a year, if need be, than famish the mind for life. There

need be, and in this land of plenty there would be, no starvation to the body, while that education is insured which will lessen the amount of hardship and poverty a thousand-fold.

7. It has been objected that the school system has taken so deep a root in the sympathies and social habits of the German people, that attendance would be just as large without the law as it is now. It may be so. But so far from being an objection, this fact is strong proof of the efficiency of that law which has itself helped create so healthful a public sentiment. Were the law to be abrogated to-morrow, the individual and general interest in public education would remain. The same might have been said of Connecticut for more than one hundred and seventy years after the adoption of compulsory education. During all that period, a native of this State of mature age unable to read the English language would have been looked upon as a prodigy. Still, in Connecticut as well as in Germany, it was the law itself which greatly aided in awakening public interest, and in fixing the habits, associations and traditions of the people.

8. It has been said that in some countries, without any coercive law, the attendance is as good as in Prussia or Saxony with such a law. This is simply a mistake. Holland has been cited as an illustration of this statement. But while the Dutch show commendable zeal for public schools, the attendance is not relatively as large as in Prussia, and illiteracy is by no means so rare as in Germany. But Holland *has*, indirectly, a system of compulsory attendance. It denies certain immunities and privileges and honors to the uneducated. The parents of children who are not instructed up to the required standard cannot receive relief from certain charitable institutions. The ban of legal condemnation falls upon them as truly, though not as effectively, as in Prussia.

In Rotterdam, Hague, Amsterdam and elsewhere in Holland, I was assured that the working classes regard the school law as practically compulsory. No one is permitted to teach even a private school who has not been duly "examined and approved," and the public supervision includes private as well as public schools.

The tendency throughout all Europe is more than ever toward the recognition of the right and duty of the State to educate its entire population. Public sentiment, educated by recent events, now connects ignorance with crime, and poverty with individual and national weakness, as cause and effect. Sadowa taught Austria, and indeed all Europe, a salutary lesson. "Defeated in war, let it be our policy to excel in the arts of peace," became the national idea under the inspiration of Count Beust. There was no wasting of zeal and strength in the mad cry of revenge, as now in prostrate France. Austria was not unwilling to learn from an enemy, and adopted the educational system of her con-

queror. Her school system was reorganized and vitalized, and the principle of compulsory attendance made prominent. Education is obligatory in Denmark, Norway, Sweden, and also in Switzerland, except in the four small cantons of Genève, Schwyz, Uri and Unterwalden. The total population of these four cantons is less than one-seventeenth that of the whole nation. The new school law of Italy provides for both free schools and obligatory attendance, and includes the following important "civil service reform ;"—"No one can be appointed to any State, Provincial or Communal office whatever, who cannot read and write."

More than thirty years ago, Guizot, in his educational report to the French government, ably opposed obligatory education, but the recent experience of France, has changed his views and now he is its earnest advocate. That one of his advanced age, long among the foremost men of France, both as a scholar and statesman, cautious yet positive in his convictions, a historian in his tastes and studies, and therefore conservative, should now stoutly advocate that compulsory system which he so successfully opposed when himself the Minister of Public Instruction, in 1833, is significant. The logic of events during the last forty years proves that the very system which he largely originated is unsuited to the wants of the nation and the age. M. Jules Simon, the Minister of Public Instruction, explained to me his plan for the reorganization of primary instruction, by making it both gratuitous and compulsory. The penalties were to be a maximum fine of one hundred francs and *loss of suffrage for three years*. After the year 1880, no citizen was to become a voter who could not read and write. But his bill is likely to fail at Versailles. While Thiers proposed an increase of eighty millions in the budget for the army, he said nothing for education. Even under Napoleon, fifteen times more was spent for the army than for education, including primary, secondary and superior. The provisions for superior education were liberal, and absorbed nearly one-half of the whole appropriation, leaving the primary schools most meager, both in quantity and quality. The Ultramontane party, now dominant, stoutly oppose both gratuitous and obligatory instruction, and little is likely to be done for the better education of the masses. The objection that obligatory instruction would challenge resistance as an act of usurpation, seems ludicrous in a land where military conscription and the most rigorous police surveillance are universal and unresisted. Gambetta, as well as Guizot and the liberal republicans, strongly advocate obligatory education. Even the Commune favored universal and compulsory education, as also do the majority of the Parisians still. The opposition comes from the clerical and conservative parties.

The new school law of England *permits* all local boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favor of making compulsory attendance national and universal,

instead of permissive. As one of many illustrations of this change, Rev. Canon Kingsley, formerly favoring non-compulsion, now advocates the compulsory principle. He says: "Let the public keep in mind this broad, ugly, dangerous, disgraceful fact: there are now 1,380,000 children in this kingdom who ought to be attending school, but who are not; 1,380,000 children growing up in ignorance, in a country which calls herself civilized, but which will be called by a very different epithet some two hundred years hence, unless she mends her ways right speedily."

The motto of the National Education League, of which George Dixon, M. P., is President, is: "*Education must be Universal, Unsectarian, Compulsory.*" At the late general conference of non-Conformists, held in Manchester, January, 1872, and attended by 1,885 delegates, there seemed to be great unanimity in favor of enforced attendance. This assembly was as remarkable in its character as its numbers. The argument of Mr. Jacob Bright, M. P., on this subject, was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance. He illustrated its effects by quoting from the report of the Stockport School Board, where the whole attendance has increased thirty-six per cent., and the average twenty-six per cent. To give his own words: "The improvement in Stockport and elsewhere under this system, proves that compulsory attendance should be the absolute law throughout the entire kingdom."

The laboring classes are not opposed to such a law. They would welcome it. In England the working classes are asking for a *national compulsory* system of education. By invitation of A. J. Mundella, M. P., I attended the National Trades Union Congress, held at Nottingham, for the week beginning January 8, 1872. That body seemed unanimous in favor of compulsory attendance. One of the leading members, an able and effective speaker, said that in large and crowded assemblies of working men he had often distinctly asked, "Do you agree with me that we want a national compulsory system of education?" and not a dissenting voice had he ever heard from the working men.

Obligatory attendance is a corollary from the compulsory school tax. The power that claims public money for the purpose of educating and elevating all classes, may justly provide that such public expenditure shall not fail of its appropriate end through the vice, intemperance or perverseness of parents. The State has the same right to compel the ignorant to learn that it has to compel the penurious to pay for that learning. If education is of universal interest, it must be universal in its diffusion. Many tax-payers have said to me, "if you compel us, who have no children, to support schools for the good of the State, you must effectively provide that the children of the State fail not to share the advantages thus provided. While we, willing or unwilling, must sup-

port the schools, the children, by constraint if not from choice, should attend school."

Universal suffrage involves the necessity of universal education. Self-protection is the first law of the State as of individuals. To perpetuate ignorance would be suicidal to the State. It was a motto of Dr. Lyman Beecher, that "uneducated mind is educated vice." Chancellor Kent well said, "The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen and bequeaths to it a nuisance." Daniel Webster advocated "the public school as the cheapest defence of the nation. It is a wise and effective system of police, by which property and life and the peace of society are secured."

It is the most important school question of modern times. It is now up for discussion in many American States. It is the leading question which divides the friends of education in France and England. In this great conflict no State can help more than Connecticut. Our plans should embrace more than our boundaries. The interests of all the American States are virtually one. Like that of Switzerland, our motto should be, "one for all, all for one." The unification of Germany and of Italy—the most important of the recent political events in Europe—are largely the results of public instruction. Our peoples, also, diverse in race and character, need now to be fused into one. More than anything else will universal education thus fraternize all. The extension of the franchise in our country demands a corresponding expansion of the school. To give the ballot to the ignorant would be suicidal to the nation. In the interest of public morality and order, the security of property and life, as well as for the safety and perpetuity of our free institutions, every agency should be employed to secure universal education."

#### REMARKS ON THE FOREGOING.

It will be noted that all of Mr. Northrop's general arguments and statements are as applicable to Illinois as to Connecticut, as also are most of his special allusions to his own State. We, too, are forced to meet the altered state of affairs growing out of the enormous and constantly increasing foreign immigration, and consequent heterogeneousness of population. The fusion and nationalization of these diverse elements is a matter of the gravest concern, and I know of no power but that of the free school, with enjoined attendance, by which it can be accomplished. In this respect, therefore, the intervention of the law-making power is quite as necessary in Illinois as in Connecticut. And if the example of the latter State, one of the very first to incorporate the essential principles of free public education into her political system, will prove widely influential in directing the attention of other States to the same remedy, as it undoubtedly will, so also would the action of this Empire State of the Interior, be potential in its influence

upon the educational policy of the newer States of the Northwest and West. The substantial general agreement, and in some instances the striking coincidences of argument and illustration, observable between the pages quoted, and the preceding discussion of the same subject in this report, are noteworthy, as adding to the probability of the correctness of the positions assumed and conclusions reached; since neither writer had any knowledge of the other's opinions. The body of this chapter of the report was written two months before I was aware that the Connecticut Secretary had written on the same subject.

#### ABSENTEEISM IN ILLINOIS.

Again, Mr. Northrop says, in the document from which I have quoted, "the ugliest figures in our report are those which record the sad fact that there are 11,947 children between four and sixteen, in no school." This was in a total enumeration of 128,468, of lawful school age, or a little over *nine* per cent. What, then, shall be said of our figures for 1872, which record the fact that in a total enumeration of 882,693, between six and twenty-one, only 696,833 are reported as having attended any school, public or private, during any part of the year; leaving 185,860, or *twenty-one* per cent. of the whole enumeration, in no school. After making allowance for those over sixteen who have completed their common school education, and for invalid children, and for probable shortage in the reports of private schools, and all other reasonable deductions, it may be estimated that not less than 100,000 children, of lawful school age, or over *eleven* per cent. of the whole number, belonged to the class of absentees and truants, during the last school year. Surely, Illinois needs the interposition of a compulsory law quite as much as Connecticut. Two other facts are brought prominently to view in the passages cited: The mistaken impressions commonly entertained respecting the operation of compulsory laws in foreign countries, and the popular sentiment and feeling in regard thereto—and the readiness of the people in this country to approve the measure, when clearly presented and explained. It is shown that those laws, in the Old World, are almost universally regarded by the people, and especially by the peasantry and laboring classes, as a public blessing and not as an oppression; and that, if abolished, and opportunity were given, they would be promptly re-established by general plebiscite. And touching the popular sentiment in Connecticut, relative to the compulsory laws recently enacted there, it is recorded that the "Agent of the Board mingled familiarly with both the manufacturers and workmen in all parts of the State, and *nowhere encountered any opposition* to the new compulsory law." What reason is there to doubt that a like canvass of Illinois would develop a similar friendliness towards such legislation? It is

my firm belief that the people of the State will generally concur in the measure, as soon as they come to understand it.

#### A JUDICIAL OPINION EXAMINED.

It is supposed by some that legislative interposition to oblige parents to secure to their children the rudiments of a good common school education, is inhibited by the provisions of the State constitution, being, especially, contrary to the rights and immunities granted in the Bill of Rights; and this view is supposed to be favored, if not established, by the decision rendered in the case entitled, "*The People of the State of Illinois, ex. rel. Michael O'Connell, vs. Robert Turner, Superintendent of the Reform School of the City of Chicago*," LV Ills., 280.

The gist of the very clear and forcible opinion of the court in that case, is as follows :

"The bill of rights declares that 'all men are by nature free and independent, and have certain inherent and inalienable rights—among these are life, liberty and the pursuit of happiness.' This language is not restrictive; it is broad and comprehensive, and declares a grand truth, that 'all men', all people everywhere, have the inherent and inalienable right to liberty. Shall we say to the children of the State, you shall not enjoy this right—a right independent of all human laws and regulations? It is declared in the constitution; is higher than constitution and law, and should be held forever sacred.

"Even criminals can not be convicted and imprisoned without due process of law—without a regular trial, according to the course of the common law. Why should minors be imprisoned for misfortune? Destitution of proper parental care, ignorance, idleness and vice, are misfortunes, not crimes. In all criminal prosecutions against minors, for grave and heinous offenses, they have the right to demand the nature and cause of the accusation, and a speedy public trial by an impartial jury. All this must precede the final commitment to prison. Why should children, only guilty of misfortune, be deprived of liberty without 'due process of law'?

"It can not be said that in this case there is no imprisonment. This boy is deprived of a father's care; bereft of home influences; has no freedom of action; is committed for an uncertain time; is branded as a prisoner; made subject to the will of others, and thus feels that he is a slave. Nothing could more contribute to paralyze the youthful energies, crush all noble aspirations, and unfit him for the duties of manhood. Other means of a milder character; other influences of a more kindly nature; other laws less in restraint of liberty, would better accomplish the reformation of the depraved, and infringe less upon inalienable rights."

That is the famous decision so largely relied upon by those who deny the competency of a legislature to meddle with the question of school attendance. A certain periodical, assuming to be an authority in questions of a legal and judicial character, declares that that opinion of our highest court not only demonstrates the unconstitutionality of all compulsory school laws, but that it even creates a doubt of the power of the legislative department to establish and maintain a system of free schools! It certainly does the one, quite as much as the other. To ground an allegation of unconstitutionality upon the opinion of the court in this case, must be regarded as an extraordinary misapprehension of the issue. Between the case before the court, and the proposed legislation, there is no analogy, no common issues whatever. Any other able statement and defense of the natural rights of man, and protest against the iniquity of imprisonment without due process of law, would seem quite as relevant as *this* judicial opinion. I think it quite safe to say that every position assumed in that opinion may be admitted, without the smallest prejudice to the affirmative side of the proposition which I am endeavoring to maintain. The son of the relator was committed to the Chicago Reform School, under the authority supposed to be conferred by an act of the legislature, there to be "kept, disciplined, instructed, employed and governed," until twenty-one years of age, unless sooner reformed and discharged—the fact of reformation and consequent claim to discharge, to be determined and passed upon by the "board of guardians." The father applied for a writ of *habeas corpus*, on the allegation that his son was illegally restrained of his liberty. By order of the court the writ was granted, on the ground that the laws under which the boy was imprisoned were in violation of the bill of rights embodied in the constitution, which declares the inherent and inalienable right of all men to their personal liberty, and were therefore void.

The court held that the taking of the boy was an arrest and seizure, that his detention in the reform school was an imprisonment, and that, no crime being committed or charged, both the caption and detention were an unwarrantable invasion of the boy's personal liberty. The legislature cannot authorize or justify *imprisonment without crime*, and without due process of law—this is the pith and essence of the whole deliverance—to maintain this doctrine, and this doctrine only, the opinion was rendered. With that doctrine, as such, no good citizen can have any controversy—it is freely and joyfully admitted to be the very refuge and sanctuary of our personal liberties. But at what point, or in what way, does that doctrine as stated in the opinion, or any of its legitimate consequences, touch or affect the proposition that the legislative department may and should interpose to secure to every child the blessings of education? We do not propose the *imprisonment* of children "between



the ages of six and sixteen years," or of any other ages, for any period of time, great or small. We do not allege that ignorance is a *crime* on the part of the *child*, (except when caused by its own willful, incorrigible viciousness and truancy), but a misfortune, as held by the court, deserving pity and sympathy—not a prison. We put it the other way; holding that education is a natural and inalienable right of every child—"a right independent of all human laws and regulations; higher than constitution and law; and that it should be held forever sacred;" and hence, that willfully, obstinately and needlessly to deprive a child of that right is a *crime* on the part of the *parent*, of which the legislative department may properly take notice. If we supposed that prisons were appropriate remedies in the premises, which we do not, we would build them for the *real* criminals in the case, not for the unfortunate children. In compelling those who have the control of children to see that they do not grow up in ignorance, we merely enforce the performance of a duty, and "the enforcement of duties is no invasion of rights." We believe that the same bill of rights which so firmly buttresses the opinion of the court, is also the impregnable bulwark of our position. We believe that "among" the inherent and inalienable rights of children, who are included in and a part of the "all men" of the bill of rights, are not only "life, liberty and the pursuit of happiness," but *education*, also; without which, *the pursuit of happiness* may become but the blind search for sensual pleasures, impelled by the spur of unregulated passions and unhallowed desires—*liberty* may be misconceived and abused, or lapse into unrestrained and lawless license—and *life* is dwarfed, circumscribed, impoverished, shorn of many of its richest enjoyments and blessings, powers and possibilities. We believe that to secure this right of culture, among others, "governments are instituted among men, deriving their just powers from the consent of the governed;" and that when such consent is obtained, it becomes the imperative duty of the legislative department, *in virtue* of the solemn declarations of the bill of rights, to make and enforce such laws as will effectually secure to all children this inherent and inalienable right.

#### RECAPITULATION.

I think it has been shown that the legislative department may properly intervene to prevent those who have the control of children, from compelling or permitting such children to grow up in ignorance; that such intervention is not an abuse of powers conferred, nor an unwarrantable assumption of powers not granted; that it is no improper invasion of personal liberty, nor of the authority and rights of parents, since it merely enforces the performance of parental duty, which can not be regarded as an infraction of rights; that it is not inconsistent

with rational freedom of conscience; that it puts the right of the child to be educated, above the right of the parent to keep it in ignorance; that it protects the many, who do educate their children, against the counteracting influence of the few, who will not; that it shields the innocent from cruel wrong, since starving the mind is worse than abusing the body; that it is grounded upon the belief that to bring up children in ignorance, willfully and without cause, is a crime, and should be treated as such; that such conduct on the part of those having the control of children, being a fruitful source of criminality, should be under the ban of legal condemnation, and the restraint of legal punishment; that the allegations as to the incompatibility of such laws with the nature and spirit of our political system, are unfounded, as also are the apprehensions concerning the assumed harshness and severity of their enforcement; that the operation of such laws in many of the most enlightened States of Europe, is a vindication of their wisdom and beneficence, affording an example that may be safely followed; that there is no proof that the masses of our people are opposed to such legislation, but, on the contrary, that there is good reason to believe that general enlightenment on the subject, would result in a general approval of the measure; that the exclusively voluntary policy has been, and is, but partially successful, while the accelerated influx of foreigners renders the adoption of new measures of education, without delay, a grave political necessity; that the proposed legislative intervention is but an affirmation of the irrefutable truth, that if it is right to tax all for the education of all, then it is equally right to see that all are educated; that it is in the line of a general human right, and of a fundamental right of children, and is compulsory only as that right must be protected against any and all infringements; that it is required, to fully utilize the vast resources already devoted to public education, and to prevent enormous and increasing waste of money, property and effort; and finally, that it is demanded by the clearest principles of justice both to children and tax-payers—by the franchises conferred and implied in the bill of rights embodied in the constitution—by considerations of the highest political wisdom, and by the facts and exigencies that now exist in this State, and in every other State of the Union.

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## CONCLUSION.

Attention has now been invited to the general condition of the school system as shown by statistics; to the leading provisions of the new school law, and the changes effected thereby; to the changes believed to be beneficial, and to those from which unfavorable results are apprehended; to the large and excellent results anticipated, and in part already realized, from making the rudiments of Natural Science a part of the common school course; to the condition and prospects of the State and county normal schools; and to the facts and arguments in favor of legal measures to secure the educational rights of children, and thereby to arrest the growing evil of non-attendance. It only remains to gather up, in a few brief sentences, the general results for the period covered by the report, and to re-state the suggestions and recommendations that have been made with a view to the improvement and increased efficiency of the system.

*The Schools.*—There are in the State three hundred and eighty-five more public schools than there were two years ago, and, by the reports of county superintendents, 9,334 more pupils in the schools. The increase in the number of scholars is in fact considerably greater than the above, probably 10,000 or 15,000 more. For some unknown reason, no reports of attendance were furnished, for 1872, from one of the largest cities in the State outside of Chicago, and from three or four large villages. The actual increase of pupils in the two years is about 25,000. The figures show a decrease of 9,741 in the average daily attendance in 1872, as compared with 1870. This also, for the reasons just given, is, in part, apparent only, not real. The missing reports would considerably increase the exhibit of daily attendance, and possibly show a small increase over that of 1870 and 1871. But a decrease in this decisive test of school work—average daily attendance—may be looked for in the future, under the combined influence of the provision requiring the distribution of funds to districts without regard to attendance, and the absence of all legal obligations touching the matter of attendance. The former provision was in effect but one month—September—of the school year, 1872, and its existence had not probably become generally known at that time. Facts recently brought to notice, render it certain that, if not repealed or modified, it will hereafter have a very depressing effect upon the element of attendance. The other cause of the lamentably small average daily attendance—absence of legislation in regard to absenteeism—will of course continue to operate, and, it is believed, with increasing effect, until the proper correctives are applied. Is it not a very grave fact that of the 882,693 persons of lawful school age, only 662,049 were in the schools at all, in 1872; and that less than one-

half even of that number, were in daily attendance ? It is noteworthy that the number of private schools is shown by the reports to have decreased ninety-four, and the number of pupils in such schools, 6,217, during the last two years. The whole number of private-school scholars reported in 1872 is 34,784, an element of inconsiderable importance in the matter of absenteeism just referred to, when the entire school census of the State is taken into view. The number of districts sustaining schools for the full legal term of six months, is five hundred and eighty-eight greater than in 1870, while the number failing to have any school at all, is eighty-seven less than it was two years ago. The increase in the number of teachers has been : ladies, five hundred and ten ; gentlemen, three hundred and thirty-three—total, eight hundred and forty-three. There has also been a slight increase in the average monthly wages paid.

There has been no falling off in the average qualifications of teachers, nor in the amount or quality of the instruction imparted. On the contrary, the period covered by this report has witnessed a marked general advance in the average fitness and attainments of teachers, in their methods of instruction, and in the average net results of their labors. Improvement in all these particulars has been especially noticeable during the last school year, in which, as the figures show, the number of county Institutes held, the average length of their sessions and the number of teachers attending them, have been much greater than in any preceding year since the free school system was established. The report exhibits the very significant facts that one hundred and sixty of these temporary county normal schools were held in 1872, each one of nearly five-and-a-half days' average duration, or an aggregate of eight hundred and sixty-six working days, equivalent to the continuous session of one Institute for more than three years ; and that nearly eight thousand different teachers were in attendance. These facts point significantly in the direction indicated—improvement in qualifications and teaching-force—because attendance upon Institutes is not obligatory, is always attended with more or less expense to the teacher, and, under the present law, with loss of the time, also. Hence, the chief motive to attendance can only be, a desire for professional improvement. If it is asked how these facts and statements consist with the criticisms and strictures given in the former part of the report ; it is replied that they are both true, and entirely compatible. The allegation of grave defects and shortcomings is surely not negatived by the admission of improvement and progress. While re-affirming in the most emphatic manner the belief that the common schools of the State are not accomplishing what they should, either in the amount, kind or quality of the instruction imparted, and that they never will or can approach the full measure of their beneficent powers and possibilities until the means that have been suggested for their greater efficiency are substantially adopted and carried into effect

—it is at the same time affirmed, on the basis of known facts and figures, that more and better school work was done by the teachers of this State during the last school year, than in any preceding one. It is not that we are retrograding, nor yet that we are not advancing, but that we are not advancing fast enough, that the present exposition of defects and complaints, with the plea for immediate and radical measures of improvement, has been made. The schools are not feebler and poorer than they were fifteen years ago—they are stronger and better, every way—but a different people sits in judgment upon them. In that decade-and-a-half the State has passed into a new era of public opinion and intelligence on the subject of education and schools. Much that once passed unchallenged in school philosophy and practice, is now confronted and interrogated by citizens who, having given some thought to the subject, have opinions of their own, and decline any longer to take everything of that nature on trust.

#### THE SCHOOL LAW—AMENDMENTS.

*County Superintendents of Schools.*—In accordance with the views advanced in the preceding pages of this report, I respectfully advise and recommend the adoption and pursuance, hereafter, of the following course in respect to county superintendents of schools :

1. That they be considered and treated as officers or agents of the State, in connection with the free school system, and not as county officers, in the ordinary sense ; and that they continue to be elected by the people, as now, or appointed by the Governor, with the advice and consent of the Senate, as may, upon due reflection, be regarded as most conducive to the efficient administration of the school system, and to the best interests of public education.

2. That, whether elected or appointed, suitable conditions be imposed, compliance with which shall be necessary in order to render a person eligible to the office of county superintendent of schools ; that the conditions and qualifications so imposed and required, shall be just and reasonable—so prescribed and adjusted as, on the one hand, to insure the services of competent, faithful and upright men, while, on the other hand, no really capable and suitable person shall be excluded from the office by reason of any unwisely arbitrary or inflexible rules. It is believed that such an adjustment of conditions and qualifications is practicable.

3. That all county superintendents of schools, whether appointed or elected, be required to devote their entire time to the educational and general duties of the office, in such manner as, in their judgment, the interests of the common schools in their respective counties, and the general good of the system of public education, may seem to require.

4. That the proper authorities of each county be required to provide and suitably furnish an office for the use of the county superintendent of schools.

5. That authority to examine and license teachers of common schools, under the general school law, in each county, and to renew or revoke certificates, be vested in the county superintendent, exclusively—all examinations to be conducted by him in person, or through examiners by him appointed, and no county certificate to be valid without his official signature.

6. That all commissions, percentages and per diem, now allowed county superintendents of schools, by law, be repealed and abolished, and, in lieu thereof, that each and all of said county superintendents be paid a fixed and definite annual salary, the amount thereof to be designated and prescribed in the school law; which salary shall be in full for all official services rendered, and all official duties performed by them, of whatsoever kind, and sufficient in amount to properly remunerate and support, in each county of the State, a superintendent of schools possessing the beforementioned qualifications.

7. That with reference to the salaries of county superintendents of schools, the counties of the State be divided into five or more classes, according to population, as shown by the federal census of 1870, the superintendents in the several counties comprising any given class, to receive each the same salary—*Provided*, that the lowest salary allowed the several superintendents of any class, shall not be less than one thousand dollars, nor the highest more than three thousand dollars.

8. That the salaries of each and all of said county superintendents of schools, after the same shall have been fixed and determined by law aforesaid, be paid out of the State treasury, quarter-yearly, on the warrant of the auditor of public accounts, from the school fund; and that the amount so paid to the county superintendent of each county, be annually deducted by the auditor from the distributive share of the State school funds accruing to such county.

*The Two Mill State School Tax.*—I respectfully advise and recommend that the designation of a particular rate of school tax to be levied by the auditor for the support of common schools, be discontinued and discontinued with, and that, in lieu thereof, a specific annual sum be appropriated by the general assembly for the support of schools, leaving the auditor to determine, from time to time, according to the aggregate assessed valuation of property in the State returned to him, the rate necessary to produce the amount so appropriated. There are believed to be many good and sufficient reasons for this change in the mode of raising the funds necessary for the support of common schools, and that the effect would be in all respects favorable to the educational interests of the State. I also recommend that the amount of common school

revenue raised directly by the State, be largely increased, so that the local district school taxes may be proportionally diminished, and the burdens and benefits of the school system, financially considered, more nearly equalized. I do not think it would be advisable to entirely relieve the inhabitants of the several school districts from the necessity of a supplementary local tax, but there is little probability of that, as it would require the State appropriation to be increased more than five times the present amount. I am of the opinion, however, that if the sum now appropriated by the State were doubled, it would prove a wise and beneficial measure.

*Apportionment of Funds to School Districts.*—I further advise and recommend that the former rule for the apportionment of funds by boards of township trustees to school districts, be restored; that is, that one-half of said funds be distributed to districts in proportion to the number of children under twenty-one years of age in each respective district, and the other half in proportion to the attendance certified in the schedules, as heretofore.

*The School Month.*—For the reasons mentioned in the preceding part of the report, I recommend that twenty school days be established as the legal common school month in this State; that the phrase, "school days," be held to mean all the days of the week except Saturday, Sunday and the legal school holidays; that by "legal school holidays" shall be understood the following, and no others: The first day of January, the fourth day of July, the twenty-fifth day of December, and any day or days appointed or recommended by the Governor of this State, or by the President of the United States, as a day of Fast or Thanksgiving; that teachers shall not be required to teach on any of such legal school holidays, and that when any such holiday occurs during a term of school, it shall be counted in, and as a part of, such term of school, whether school be actually holden on said day, or not. It is considered important, to prevent misapprehension and confusion, that these several points be explicitly determined and settled, by law.

*Unlawful Exclusion of Pupils.*—I recommend that more adequate penalties, and surer and speedier modes of redress be provided in cases where boards of school directors, or boards of education, unlawfully neglect or refuse to furnish and secure to all children justly and legally entitled thereto, the right and opportunity to an equal education in the free schools under the control of such boards.

*Institutes for Special and General Instruction.*—I advise and recommend that a system of Institutes of Instruction be organized, established and put in operation during the ensuing two years, under State control, in such form as may be considered wise and expedient, the objects of which shall be to improve the qualifications of teachers and

those about to teach, and to enlighten the people in regard to education, and arouse in their minds a proper interest in the subject; that, in furtherance of these ends, it be provided that instruction shall be given in such institutes, to the teachers, in the art and methods of teaching—special attention being given to the branches of study usually taught in the elementary free schools, and more particularly to the rudiments of the natural sciences recently added to the common school course of studies—and that addresses shall be delivered to the people on matters of Education, Science, the relations of the common schools to the arts, industries, prosperity and happiness of the commonwealth, and any other subjects, the discussion of which will tend to increase the intelligence of the people, and attach them more closely and wisely to our grand system of public education; and that, to meet the expenses of such Institutes, the sum of ten thousand dollars per annum be appropriated, for the next two years, from the State treasury, to be drawn therefrom in such manner, and upon such orders and vouchers, as may be prescribed by law. Some of the considerations upon which this recommendation is based may be found in the preceding part of the report. I cannot adequately express my sense of the importance of this measure at this time, nor my estimate of the good results that would follow its adoption. It is again most earnestly commended to the favorable notice and enlightened action of the general assembly.

*Educational Rights of Children.*—And finally, it is respectfully advised and recommended that those who have the control of children be required, by appropriate legislation, to see that such children have the opportunity to acquire a good common school education, either by sending them to the public schools for the necessary period, or by providing for them, and securing to them, some other equal educational facilities. Some of the reasons for believing that such legislation is constitutional, necessary and expedient, have already been given.

With these few amendments and additions to the school law, and to the working educational forces of the State, it may reasonably be anticipated that the free schools of Illinois will enter upon a period of greatly increased prosperity, efficiency and usefulness.

NEWTON BATEMAN.





# RECEIPTS AND EXPENDITURES OF STATE NORMAL UNIVERSITY

FOR THE YEARS 1871—1872.

[NOTE.—The subjoined financial statements should have appeared with the Statistical Summaries in the first part of the Report, but were inadvertently omitted.]

1871.

## I. ASSETS.

Real Estate, Buildings and Improvements.....	\$312,650 00
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## II. RECEIPTS.

Cash on hand Dec. 1, 1870.....	\$1,792 98
Current Expense Appropriation .....	9,000 00
Interest College and Seminary Fund.....	12,445 99
Museum Fund.....	1,875 00
Appropriation for Fence .....	1,200 00
Tuition fees, Model School.....	3,252 00
<b>Total receipts.....</b>	<b>\$29,565 97</b>

## III. EXPENDITURES.

Fence about Grounds.....	\$1,200 00
Improvements and Repairs .....	1,686 34
Furniture.....	56 70
Fuel .....	603 50
Legal Services.....	10 00
Janitor's Supplies.....	79 04
Salaries.....	22,899 56
Printing and Advertising, Books and Stationery.....	1,110 43
Express, Postage, etc.....	504 72
Insurance.....	875 00
Trustee's Expenses.....	426 10
Chemicals.....	42 85
<b>Total cash expenditures .....</b>	<b>\$294,942 24</b>

## RESOURCES AND LIABILITIES.

Cash on hand Dec. 1, 1871 .....	\$71 73
Salaries and Wages unpaid .....	\$2,283 33
Bills due .....	2,380 11
	<b>\$4,633 44</b>
<b>Balance against the Institution .....</b>	<b>\$4,591 71</b>

## 1872.

## I. ASSETS.

Real Estate, Buildings and Improvements.....	\$312.00
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## II. RECEIPTS.

Cash on hand Dec. 1, 1871.....	\$71
Current Expense Appropriation .....	9.00
Interest (23.24) College and Seminary Fund .....	12.44
Museum Appropriation.....	2.70
Library Appropriation.....	1.12
Repairs Appropriation.....	1.50
Care of Grounds Appropriation.....	37
Expenses of Trustees Appropriation.....	75
Fuel Appropriation.....	1.19
Janitor's Supply Appropriation .....	15
Chemistry Fund Appropriation .....	2.25
Tuition in Model School .....	3.25
Total .....	<u>\$34.45</u>

## III. EXPENDITURES.

Salaries.....	\$25.40
Museum, Curator's Salary and Improvements .....	2.70
Library .....	3
Repairs. ....	4
Care of Grounds .....	4
Expense of Trustees.....	4
Fuel .....	6
Janitor's Supplies .....	15
Printing, Advertising and Stationery.....	8
Insurance .....	5
Labor, Hauling Water, etc.....	1
Express, Postage, etc .....	1
Total.....	<u>\$31.15</u>

## RESOURCES AND LIABILITIES.

Cash now on hand .....	\$1
Salaries unpaid .....	2
Bills now due.....	5
Total liabilities.....	<u>7</u>
Balance against the Institution.....	<u>\$4</u>

I, Richard Edwards, President of the Illinois State Normal University, do hereby certify that above is a correct statement of the finances of the Institution, for the year ending Dec. 1, 1872.

RICHARD EDWARDS, Pres

## REPORTS OF COUNTY SUPERINTENDENTS.

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### ADAMS—JOHN H. BLACK.

I am pleased to say that the schools in Adams county have been prosperous during the past year; they have been well attended, and many of the school directors are becoming more punctual and efficient in the discharge of their duties, frequently visiting their schools and seeing that nothing on their part is wanting to insure success. A lively interest is also manifested by our people, and the disposition to have good schools even at an increased cost, is becoming very general. The old-fashioned "cheap teacher" is not so much sought after; that a man will teach for small wages has ceased to be a recommendation, and good teachers at good wages, are in demand. Our county is well supplied with good, comfortable school houses, convenient and well arranged, and many of them amply furnished with apparatus,—globes, maps, charts, blackboards, &c. There is a general feeling that our public schools are our country's hope; that where all are voters, all must be educated; that intelligence, wisdom and virtue are the only safeguards of our Republican form of government, the basis of national prosperity and our free institutions. This feeling will ever cherish, protect and foster our public schools.

The greatest difficulty under which our schools seem to be laboring at present, is a want of a sufficient supply of efficient teachers and a uniform system of organization. By organization I mean the classification and internal arrangement of the school. This work is now almost universally left to the teacher, and, notwithstanding its great importance, is often very inefficiently done. Many teachers are young and inexperienced and really do not know how to do this work; there are others that would probably teach well, but they have not the tact and ability necessary to enable them to contend successfully with the difficulties attending this work of organization. The teacher often finds pupils of every degree of advancement, and books of every size and of many kinds; he finds pupils stammering along in the fifth and sixth readers that cannot read well in second and third; he finds that he must either have a great multiplicity of classes or have books discarded and others provided in their stead; he finds that to enable the pupils to proceed with justice to themselves, many of them must be put from the sixth to the third, and from the fourth or fifth to the second reader. And so he finds himself encompassed with difficulties on every hand. But the directors neglect to do their duty, the teacher is not equal to the task, or if he is, dislikes to incur the displeasure of unwilling parents and pupils, and so the school wears along till the three, four or six months are ended, without organization, classification or system, and little or nothing is accomplished. I have frequently found twenty to thirty classes in one school, with forty to sixty recitations daily. Of course such an arrangement is fatal to success. What is the remedy? I answer an organization that shall stand from term to term, and from year to year; that shall stand for this teacher and for the next; an organization established by the proper authorities, that shall permanently fix the number and kinds of grades or classes that shall constitute the school. Then let each pupil be put in the class or grade to which he properly belongs,

and let him be promoted to the next grade only when he has thoroughly mastered everything contained in the lower grade, his right to promotion to be determined by stated examinations held by or in the presence of the school officers, upon whose authority alone he is to be promoted. This would secure thoroughness as well as system and uniformity; and the record would show each succeeding teacher the standing and grade of every pupil, and he would have nothing to do but to take up the school where his predecessor left it, and move it along over the course marked out. We have arranged a "system of grade" in this county, have classified or graded several schools, and are satisfied that with proper effort and interest, the plan will succeed. We hope, ultimately, to grade on this plan every school in this county.

The New School Law, especially that part of it which requires teachers to pass an examination in the natural sciences, was met by the general approval of a large majority of our people. Even many of our best informed and most active educational workers seem inclined to the opinion that our schools are hardly ready for the change; that the step is too great, and the ground covered too broad to be reached by the ordinary district school.

With our short school period, lasting on an average only about three years, more or less, there is the utmost need of the most careful selection of what is essential. In our district schools we can scarcely hope to do more than give the pupil a rudimentary education—an education that shall form the groundwork of all his future progress in knowledge. The course of study, then, ought to contain only those things, a knowledge of which will be of the greatest practical value to the pupil. It cannot contain all those things which have a bearing on the world in which he lives, and the institutions and character of the human species of which the pupil is an individual, for the time is too short; therefore we ought to aim to give to the pupil a practical knowledge of those branches which will be of the greatest value in afterlife,—a knowledge which he may apply to any one of the many trades or professions. Every boy and girl will find a knowledge of reading, writing, arithmetic and geography useful in any sphere of life that he or she may be called upon to fill. Whatever occupation they may follow, these branches will assist them. Of these branches reading is perhaps of the first importance, because by it the pupil is enabled to pursue independent study, and extend his investigations long after he is denied the aid of a teacher. Of man's instruments the most wonderful is language. His whole rational existence depends upon it. Some special study of this wonderful instrumentality has been deemed essential, in all systems of education. Hence we place the study of grammar next in importance. History may well succeed grammar, for grammar prepares the way for it by analyzing the human mind as exhibited and mirrored in language. Thus we have as the most useful and essential branches, orthography, reading, writing, arithmetic, geography, grammar and history. To these may be very properly added the habits of character formed in a well disciplined school, such as order, neatness, punctuality, industry, truthfulness, &c., &c. These then are the essential branches and come within the legitimate sphere of the common or district school; and nothing should interfere with their most speedy and thorough acquirements. They are, in themselves, the means by which all other knowledge may be acquired,—the sword that shall sever the Gordian knot and enable its possessor to conquer the world of science.

Above and beyond these just named studies, and which form a complete elementary course, follows the study of the natural sciences, of the higher mathematics, of those languages from which our own is derived, or are kindred to it and the literature thereof.

These studies in their proper development very properly form a higher course of study and are usually commenced in the high school. Thus we have two distinct courses,—the elementary and the higher. Now arises the important question: Can our district schools impart a thorough knowledge of the elementary branches and yet have time to bestow on any or all of the higher studies? I think not. At least I am perfectly satisfied that a very material advancement will have to be made before it can be done. So long as our district schools fail to impart a thorough knowledge of the common

branches, it is difficult to see what advantage is to be derived from an introduction of the natural sciences. Under the existing condition of our schools it is evident that in most cases that time given to the sciences must be taken from the study of that which is of much greater practical importance to the pupils, and this too without the possibility of imparting more than the merest smattering; indeed we can scarcely hope to impart even a theoretic insight, to say nothing of a practical knowledge of the general elements. Is it not possible that we are attempting to push our district schools just a little too fast? Would it not be as well to let them occupy a medium and normal sphere and leave the higher course to our high schools and colleges? The immediate effect of the new law has been to cause a scarcity of teachers and compel the use of some very indifferent material. Many of our old and efficient teachers, rather than qualify themselves under the new law, have given up teaching altogether; these places we have been compelled to fill with new beginners, who not only know nothing of the natural sciences but very little of teaching. Another effect is that we are compelled to relax our efforts to perfect the organization and raise the standard of our schools, and concentrate our energies in an effort to get a knowledge—a smattering perhaps—of the natural sciences. This we have attempted to do by means of classes and institutes and by encouraging individual effort, but with what success I shall not attempt to say. Altogether the effect of the law for the present, at least, is to prevent any advancement, if not to insure an actual retrogression.

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### BOONE—WM. H. DURHAM.

By comparing statistics of the present year with 1870, I find that there has fallen off in numbers reported under 21 years of age in this county 650, making a decrease of over 10 per cent. in two years. We have 75 districts with as many school houses in good condition, with an enrollment of 3,507 pupils. Many of our experienced teachers have left the profession of teaching, for the present, and have enrolled themselves as pupils in the school room, and their places have to be supplied with provisional teachers, whose salaries are apt to be quite too high, asking and receiving nearly the same compensation as well experienced teachers—frequently the work of inexperienced directors. The only ground for increased salaries is a better grade of instruction, and the only available means by which we can hope to have a sufficient number of teachers who are qualified for the work is a system of county institutes supported by the State—the County Superintendent compelling each teacher to receive its benefits, or have the power to withhold certificates from them. A supply of well qualified teachers is what we most need at present in this county to make our schools just what they should be.

The new law which went into operation the first of July last, in the main, is good and practical except in two or three particulars. The clause allowing boards of supervisors to be the judges as to the amount of time to be spent in school visitation and supervision by the County Superintendent, cannot fail to work bad results. An officer holding the important position of superintendent of schools, should not be narrowed down to the illiberal views which often control county courts and boards of supervisors in their official acts in relation to school interests. Thorough supervision is necessary, but we can have but little hope from that direction. The new law is objectionable in requiring all distributable funds to be apportioned to districts on the census of children under 21 years of age, in each. By this provision there is no reward offered by the State to districts for continuing their schools beyond the minimum of time required. The old law was materially better in that respect. There should be some definite provision made by law for the encouragement and maintenance of teachers' institutes. In order to have good schools, we must have trained teachers.

## BROWN—JOHN P. RICHMOND.

I regret, exceedingly, an inability to report anything of importance in regard to the schools of Brown county. The inability arises from the fact that I have not visited or seen the schools since the passage of the special act of April 16, 1869, applicable to Brown and Schuyler counties. That law made it discretionary with the county board to have the schools visited by the County Superintendent or not. They did not authorize him to do so; and in view of the fact that the County Superintendent of Brown county was prohibited from school visitation until the adoption of the present constitution, and that the first act of the legislature under it has made the performance of the duty dependent upon the caprice of the county board as to his successor, I have not felt it prudent or expedient to discharge that duty. If I were to do so, it would necessarily double my claims (which are in litigation) upon the county, against the wishes of a majority of the people, as expressed by the county board, or I must discharge the duty without compensation, neither of which is very desirable. In this connection, I beg leave to submit a few remarks upon the new law. I will not do so for the purpose of urging or recommending any change in its provisions. I did not submit anything at an earlier date, specially upon the law, from this very consideration—that I determined, for substantial reasons, to abstain from all recommendations. Nevertheless, I will not hesitate to commend where I think it proper, and to criticise and animadvert where applicable. I have arrived at the conclusion, after much thought and deliberation, that the law, in some respects, makes considerable advancement, and then again makes considerable retrogression. In other words, to use the language of the militia captain, when he commanded his company to advance one step forward, and then to advance two steps backward. The advancement is in raising the standard in the qualification of candidates for teaching, and the introduction of the natural sciences—physiology and hygiene—into the schools. If it have no other good results, it will, if persisted in, lift the teacher out of the old ruts; that is, if he can by assiduous application lift himself out of them. If he has not sufficient stamina and energy to do so, he will better retire from the profession. The provisional certificate may be well enough to give the teachers time for preparation, but if the law is intended to be effective, it ought to be temporary. As long as there is an avenue of escape, there will be some to avail themselves of it. As to the introduction of the natural sciences into the district schools, generally, I am of the opinion that it will take considerable time to do so. Perseverance, however, in anything that is at all practicable, overcomes all obstacles. In the meantime, let the teachers be first qualified to teach them; be required to enlarge the circle of their knowledge and general intelligence, and prepared to meet any exigency of the law, or the school room, and a considerable part of the obstacles will at once be surmounted. If the sentiment of the people as at present constituted, is to be considered as conclusive, the introduction of the sciences into the schools is uncalled for and unnecessary. But so it almost always is in all innovations, whether good or evil in themselves.

The law is retrogressive, in my judgment, in the fact that school visitation is made dependent upon the volition of the county board of each county; and in truth the entire routine of duties is subjected to a controlling influence by the board in the submission to their determination of the entire number of days to be occupied by the County Superintendent in the performance of his duties. The board may allow none, may allow a few days, may allow many. In some counties the superintendent will probably be allowed to visit the schools; in some they will not be authorized to do so. Such legislation is tantamount to special legislation. If not in direct conflict with the letter of the constitution as expressed in the twenty-second section of the second article of that instrument, it certainly contravenes its spirit. If the legislature is prohibited from doing a certain thing, it cannot delegate power to do that same thing to a subordinate or local authority. If one local authority can give a special or

local character to the law, and another a different one, the law to all intents and purposes, becomes special. Another act of the same description is the stock law, the application of which is made subject to adoption or rejection by the vote of the counties. If adopted by one county and rejected by another by local authority, the law becomes special to both counties. I maintain, whatever may be the opinion of others, that such legislation is repugnant to the constitution. According to my view the temper of the last General Assembly, or of the first one under the present constitution, was to degrade the office of County Superintendent of Schools, rather than abolish it, and transfer its duties to some town constable or overseer of the poor. No provisions are made for county institutes; no office to be provided for County Superintendents. My views upon the subject of institutes, county and State, the State associations of County Superintendents, as well as upon the office of County Superintendent of Schools, were submitted in my last report, and I shall not reiterate them here. With no money to employ suitable lecturers, with no encouragement from outside sources, even with the most indomitable will and pluck, how can County Superintendents discharge their whole duty in regard to teachers' institutes? I omitted to call the county convention or institutes together last August—the customary time—to enable the teachers to attend the State institute at Normal, devoted almost exclusively to the new branches. How many, if any, of our teachers availed themselves of the privilege, I am unable to state.

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### CALHOUN—SOLOMON LAMMY.

I think I can report the cause of education in this county as prospering. When I took charge, nearly three years ago, I found but little interest, except what was manifested in disputes with teachers and general faultfindings. Granting certificates only on careful examinations for a time left many of the schools vacant and caused much complaint, but it has worked like a charm. The recipients of certificates took them with a feeling of responsibility which was confirmed by regular visitation of their several schools. As a result many of the schools have a standing beyond the requirements of the law, and others are gradually coming up to these requirements. The question to the applicant is no longer one of salary, but one of fitness. Much of this change is due to the revival spirit of education abroad in the land; but more is due to the several school officers, teachers and citizens who have faithfully labored with me for the common good.

The text-book question is still a vexed one with us. The new law has settled it as far as individual schools are concerned, if the directors do their duty, but it has failed to meet the wants of communities. Some law leading to county uniformity would seem the best remedy for this trouble.

Two Institutes have been held in the past two years, each with increasing interest; but the late legislation has rendered any more hopeless, at least for the present.

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### CARROLL—J. E. MILLARD.

As an evidence of progress, and that the people of Carroll county are not indifferent to the educational interests of their children, I have only to state that nine new school houses have been nearly or quite completed within the past year. And while all of them are creditable buildings, and decided improvements upon the old ones, many are superior to the average of school houses. One, situated in district No. 6, Mt. Carroll township, is deserving of special notice. It is of brick, 28x32, very sub-



stantially built, neatly and tastily finished, with grained wood-work and penciled walls, comfortably seated and well ventilated. It cost \$1,800, and as a "country school house", it reflects great credit upon the directors and the citizens of the district in which it is located.

Our county and local institutes have been well attended, and have been productive of excellent results. It is a matter of extreme regret that our last legislature entertained so limited an opinion of the educational value of teachers' institutes as to repeal that portion of the school law which provides for the payment of teachers during their attendance at institutes. The result of so unwise an act will be to greatly lessen the value and importance of institutes, if not to do away with them entirely.

Evening meetings, at which lectures have been delivered by the Superintendent and others, have been held in different parts of the county, and with good results. The tendency of these meetings is to awaken greater interest among the patrons, and to stir them up to more earnest efforts in behalf of their schools.

I have issued a call for a county convention of school officers, to be held on the 3d of October, and present indications encourage the belief that there will be a good attendance and a profitable session. The object of the convention is to discuss the various provisions of the new school law; to devise, if possible, some plan by which a uniformity of text-books may be secured throughout the county, and to consider any and all questions which may be brought before the convention relating to the best interests of the schools of the county. Though a convention of this kind is something new to me, I have reason to anticipate good results. And why not?

The action of the legislature, in providing for a higher standard of qualification among teachers, is pretty generally approved. The act is no doubt a wise one; but would it not have been wiser still had it discriminated more than it does between the requirements for first and second grade certificates? Ought applicants for second grade certificates to be required to understand as many of the natural-sciences as for first grade?

I cannot close this paper without entering protest against the manner in which our last legislature disposed of the county superintendency. If the office is worth anything to the people, let the requirements be for competent superintendents, and a faithful discharge of all duties, without limitation or restriction. And whatever the services are worth, whether four, five, or six dollars per day, let that amount be paid, with the understanding that no duty shall be neglected, especially the important duty of visiting schools.

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## CHAMPAIGN—T. R. LEAL.

I think it can be safely said, that the benefits arising from our system of public schools were never more fully appreciated than at the present time. Within the last two years thirty-five new school houses have been built, five of them being graded school buildings; and the sum of \$361,200 52 has been raised from all sources for school purposes. The graded school buildings and many of the mixed school buildings are heated and ventilated after the most approved system. Our greatest trouble is, that our experienced teachers are constantly leaving the profession to engage in other business, which renders it necessary to prepare raw recruits to fill their places. The time taught in 1872 is greater than in 1871, and the attendance better.

For a time some excitement prevailed on account of the addition of Physiology and the Natural Sciences to the course of study in our common schools. Many people thought the new studies useless, and that the plan was devised to raise teacher's wages and benefit booksellers. Many teachers thought the requirements too high and calculated to drive them from their employment. They were urged to prepare themselves for the work by patient study, and were assured that every possible help would be

afforded them. They worked with zeal and their efforts were supplemented by a county normal school of three weeks' duration. The progress of the teachers in the new branches has more than realized our expectations, and now in most of our schools one or more of these branches are being taught.

Besides the new thoughts and ideas thus obtained by the teachers, a marked improvement is manifested in the methods of teaching the "old branches." It has infused new life into our school system. Teachers prepare themselves more thoroughly for their work, and the people begin to see that on Botany and Zoology rests nearly all the material wealth of the State. Public meetings are called in the various districts for the purpose of explaining the relation of the new studies to the health and wealth of the people.

In order to popularize the Natural sciences as far as possible, we propose to establish a Natural History Department in our county fair, and to offer

#### PREMIUMS

For the best collection of stuffed birds.

"	"	"	haired and furred animals.
"	"	"	injuriously insects.
"	"	"	useful insects.
"	"	"	the Order Lepidoptera.

Giving branch, class, order, family and genera of each.

Best collection of noxious plants.

"	"	"	useful plants.
"	"	"	beautiful plants.
"	"	"	fungus growths.
"	"	"	monstrous growths.
"	"	"	collection of woods dressed to show the grain.
"	"	"	leaves.

With analysis of each.

Best collection of building stone.

" pencil drawings of wheat, rye, barley, oats, corn, and greatest variety of leaves.

The list might be extended, but enough is given to show the scope of the work. The people will thus be brought in direct contact with the results of these studies and will look upon them with favor.

We hope the Legislature will give these studies a fair trial. We have little use for Arithmetic without plants and animals; and little use for anything in this world without health. Let these great leading sciences take their true place in our school course, and let the subordinate studies, Geography, Arithmetic and Grammar, no longer usurp their place by shutting the book of nature from the student, dwarfing his observation, and making him a stranger in the land of his birth. I am glad to state that more teachers' classes have been organized in the county than ever before. They meet once a week to recite and arrange lessons for study. These lessons are not confined to the new branches. Especial attention is given to Phonic Analysis by these classes. Each teacher is required to exercise the class in turn without using a book. This course has a tendency to make them independent, ready and prompt.

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CLARK—WILLIAM T. ADAMS.

The condition of schools in this county is not as good as I would like, but I am satisfied that they are improving. Some of the obstacles are: Irregular attendance of pupils; indifference of directors;

a failure of parents and others to co-operate with teachers, and a prejudice against our school law. I am pleased to know, however, that these obstacles are all diminishing. Our people are beginning to take more interest in the cause of education, and inquire more for good teachers instead of cheap ones. They are improving their school houses and building new ones; quite a number have been built during the last two years; one in Casey (brick) that cost some six thousand dollars; one in Martinsville (brick and slate roof) that cost about eight thousand; also at Marshall, they have purchased a large three story brick building (formerly occupied as a college) and are making necessary repairs. Several good frame buildings have been put up in the country also. Directors are furnishing maps, globes, etc., etc., in many districts.

The greatest objection to the school law is, that the directors have too much power. I think, myself, that directors should consult the people in regard to hiring teachers, and where a majority or certain number request it by petition, they should be allowed by vote to reject or choose whom they wish to teach for them.

In regard to the elements of natural science being introduced into our common schools, and requiring teachers to be able to teach them, the only objection I have heard is, that it is requiring too much at once: that Physiology and Natural Philosophy was sufficient for some years. Most of our teachers are satisfied with the new branches and seem determined to qualify themselves for teaching them as soon as they can. Some, of course, are looking out for some other employment.

There has been no school or institute in this county for the express purpose of qualifying teachers for an examination in the natural sciences. I have urged teachers to study those branches and qualify themselves, as soon as possible, for teaching them; but have given them to understand that they need not expect to do that work in a few weeks, or even months.

We held our annual Institute last summer, which was very well attended. Our own teachers and myself conducted the exercises. We had a very able lecture delivered on Mental Indolence, by Dr. Haywood, of Casey. I gave a lecture myself on the mental, physical, moral and religious duties and responsibilities of teachers. It was listened to very attentively, and I trust will be the means of accomplishing much good.

In visiting schools, I find some teachers doing better work than I expected, but some not doing as well. Both teachers and pupils seem glad to see me, and listen with respect and attention to what I say to them. I frequently have pupils thank me and say "you have done us good." I aim to point out (privately) the errors and defects of teachers, and make such suggestions as are or seem to be needed. I often conduct a recitation myself for the benefit of the teacher, and in that way give them an idea of how I would teach.

A competent person can accomplish great good by visiting schools, both in regard to education and morals; and I am very sorry that our Legislature thought best to leave that matter in the hands of boards of supervisors. If visiting schools in one county is a good thing, it certainly is in all, and should be provided for by a general law; and if it is not a good thing, it should be abolished entirely.

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### CLAY—C. H. MURRAY.

In submitting my report upon the condition of schools in Clay county, I shall frankly adhere to the directions given to note the "difficulties and encouragements, signs of progress and retrogression, with equal candor and fullness."

We have those among us who cannot accept the doctrine that the State has a right to tax the people to educate its future citizens. They are skeptical about the value of education, and believe an igno-

rant community can be as prosperous and moral as one enlightened by schools and culture. These, of course, argue that education does not pay, and take stand against the schools or any of the aids that render them profitable or efficient. By many of such the superintendent is regarded as a legalized thief, filching the hard earnings of the people, and "causing a large expenditure of the people's money, without being of any benefit to them." If a teachers' institute is held to improve the teachers of the county, and render them more valuable to the public, or call out and foster the inclination of those who are disposed to enter the teacher's calling, and thereby increase the number of good teachers for the county, the conductor of such an effort has his motives impugned, and is comforted by being denounced as a swindler and cheat. Such are some of the discouragements that baffle reform. It requires a most hopeful temperament and unswerving faith to contend with patient purpose against such adverse circumstances.

I must say, however, in justice to our people, that I do not believe a majority of them sympathize with this unfriendly feeling towards the county superintendent. There is a large number of our citizens whom I know to be staunch supporters of the public school system, and who would go to any reasonable extent to sustain any measure that will increase the efficiency or progress of our educational interests. Many truly appreciate the value of learning and its influence upon society, and are very anxious that their children should be well educated. Such persons are of inestimable value in sustaining the cause of the schools. As those are ever stronger who are on the side of right, so I find, in every district where there are even but two or three families that have a strong faith in education, a better moral sentiment prevails, and a disposition to have a thorough school. In such neighborhoods good teachers are sought for, and a lively interest is manifested in the welfare of the schools.

It is a good exhibit for our people to mention that, within the past three years, thirty-one new school houses have been built in our county. This number includes more than one-third of the districts of the county. These houses cost from \$600 to \$1000 each, and are generally commodious and well furnished. The most of them are well supplied with school furniture, some having iron frame seats. The aboriginal old hovels that were erected in the pioneer days, and have outlived their usefulness, are fast becoming things of the past. We have but one slab-seated school house remaining in the county, and that will meet its doom next summer. Many of our school houses are inclosed by good fences, the yards are set with trees, and considerable taste is displayed in giving the locality a neat and inviting look. All such efforts have had my heartiest sympathy. Children are not likely to be imbued with a high sense of responsibility towards their school duties, in a district where the glass are out of the school house windows, the door shattered and swinging on one hinge, and where the hogs take refuge either in or under the house.

One of the greatest obstacles in the way of our progress, is the lack of teachers. This season they are unusually scarce, the supply not near equaling the demand. I do not attribute this to the provision in the law relative to the elements of the natural sciences. The scarcity has its origin in other causes. A lack of teachers is always a great disadvantage, as it prevents much choice or the fixing of a progressive standard of qualifications. I know of no certain remedy to correct the scarcity of teachers. There are so many other more lucrative and more stable employments to engage the services of young people, that many who are competent will not occupy themselves with a calling so precarious and temporary. In my judgment we can only increase the number of teachers by assiduously laboring to improve the schools, and through them awaken a desire for greater excellence and more thorough culture. In time, the ambitious pupil will become the efficient teacher. The effect of establishing a county normal school would be to greatly increase the efficiency of the teaching force, but I doubt if it would immediately augment the number of teachers.

In order to encourage those who inclined towards teaching, and to improve the methods of instruction of many of our teachers, I held a county normal institute of six weeks' duration at our county seat, beginning on the 22d of July last. Although in the hottest portion of the season, and during an un-

usually sickly time, about thirty teachers attended, and much good was accomplished. The methods of our standard teachers—those who make teaching a regular business every year—are greatly improving, and their disposition to co-operate in any movement to advance the standard of education has been most encouraging. The superintendent acknowledges the obligation he is under to this class, for their hearty concurrence in all his efforts of reform. With all the impediments encountered, I feel hopeful for the future.

During the past year I have delivered over forty educational lectures in the county, principally in the country districts. These have been made at night, wherever I was stopping. In many cases the attendance was quite large, and much interest was manifested. The purpose of these lectures was to awaken higher views in regard to the value of education, and its beneficent effects upon a people. What is needed, in many cases, is the establishment of a faith that what we are doing is not simply an act to comply with the law, but a work that in itself is of the highest value.

I regard the portion of the present law that refers to the compensation and duties of county superintendents as unconstitutional. The more I reflect upon this subject, the more assured I am that this view is correct. The fifth section of article eight of the constitution makes it obligatory that the Legislature shall "prescribe by law" the "qualifications, powers, duties, compensation, time and manner of election, and term of office" of county superintendents. The Legislature cannot refer any portion of these items to the decision of a county board. If they can make a law submitting the question of school visitation to be determined by a county board, instead of specifically setting it forth in the statute itself, then they can also make regulations whereby county boards can differently determine the "qualifications" of their superintendent, or commission them with the "time and manner of his election," or make even his "term of office" depend upon a resolution passed by a board of supervisors. The conclusion, then, is irresistible, that any law passed by the Legislature upon the subject of the county superintendency must be specific and of uniform effect in all items mentioned in this section of the constitution. No portion of the statute can depute authority to any one else to modify or give any one the privilege to accept a portion and reject a portion. They cannot create, in any sense, a provisional enactment that can be construed one way in one section and another way in another section. Whatever they prescribe must be definitive as to the extent of the "qualifications, powers, duties, compensation," etc., of the superintendents of the State. If this view is correct, then the twentieth section of the present school law is unconstitutional, because it transfers to county boards the right to determine a portion of the duties of the superintendent, instead of prescribing by law what those duties shall be. The constitution does not confer upon the Legislature the power to delegate to county boards supervisory discretion in defining the superintendent's duties. It is not "prescribing by law" those duties, to enact an optional law, or one, any part of which shall be open to acceptance or rejection.

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### CLINTON—S. B. WYLIE.

During the last year I have visited all the schools in the county but one, and am warranted in stating that our schools stand higher than the previous year. The teachers of the county seem partly to realize that the first ideas of the children must be founded on living practical principles independent of books, not mere rules recited and not understood by their pupils. Especially is this true so far as a knowledge of primary arithmetic is involved. Both experience in many years' teaching, and observation in visiting schools, noting the different methods of instruction, have thoroughly convinced me that a primary written arithmetic in the hands of the child is not only useless, but a positive and blighting injury to any school.

Most of our teachers use the black-board and slate, only, in teaching the elements of arithmetic, and do it more successfully and in less time than by the old method of having book and slate in hand. The pupils of the former soon acquire the habit of thinking and reasoning for themselves, while those of the latter are groping in mental darkness, not only failing to do their own thinking, but must necessarily be led by the teacher. It may be humiliating, yet it is but too true, that we are as yet sadly deficient in well trained primary teachers.

The mass of the people are strongly in favor of our system of free schools, and select men to direct them who are willing to carry out their ideas. The school directors generally are most efficient co-workers; in fact, in most districts they have but one desire, and that is to employ the best teachers at liberal salaries.

Many changes in the new school law cannot be regarded as improvements, and the only result, in my opinion, will be confusion and dissension in the schools. The old law, for instance, gave the teacher, perhaps, too much time, while the new is meeting bitter opposition for giving, as they think, too little. Under the present law most of the schools will be in session during holidays, Christmas and New Year's—for the teachers dislike to lose the time—while during this period one-half of the pupils will be eating "family dinners" at home. It is needless to inquire what their standing will be in the classes when they return. Only one answer can be given: half the pupils must spend a week in reviewing, while the others endeavor to gain lost time. The sentiment in this county is: twenty days actually taught for a month, no school on holidays, and the teacher to make up all lost time.

Many good, plain and substantial school houses are being built, and comfortably furnished as well as the limited wealth of the districts permits, guarding as much as possible against extravagance on the outside for mere show, rather looking to utility and comfort on the inside.

Our teachers have supplied themselves with the proper books required by the new law, and are rapidly mastering the elements of the natural sciences, giving me every assurance that they will attend our four weeks' normal session to be held during August, 1873. Coming thus prepared by previous study, they will be fully enabled to receive all the benefits of instruction which the most competent and experienced educators of the State can impart in so brief a time.

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### COLES—S. J. BOVELL.

We have undoubtedly made some progress during the last two year. Our teachers are gradually becoming better qualified for their work, and our schools are steadily growing in efficiency. This "going on toward perfection" will be of slow growth till a revolution takes place in the minds of the masses with regard to the qualifications necessary for a teacher. In the selection of a teacher, not a few of our directors are impelled by no higher motive than to find the cheapest in the market, regardless of the character of his certificate or qualifications. When men come to act on the principle that the best is the cheapest; when the demand for teachers with low-graded certificates ceases to exist at any price; when competency becomes an indispensable preliminary to a position in the school room as a teacher, then this great drawback will be in a measure removed. The present aspect of affairs seems to indicate that this generation must pass away before it will be as difficult for an incompetent teacher to secure employment as it now is for an incompetent mechanic or artist to obtain patronage. Herein lies the reason of the superiority of private over public schools. Few men have the audacity to ask, or the presumption to expect, the public to patronize them in an enterprise in which success is contingent upon the ability they bring to the work. Strong men are usually found in successful private schools. Those not successful are of short duration; they die from want of patronage. But men

who will not dare to enter a private school from a consciousness of their own weakness, do not hesitate to become candidates for positions in our public schools. Failing, in a single term, in one place, they seek and find another, and still another from year to year. This is the rock on which our public schools are stranded. The public mind needs an awakening on this vital point.

Did not our last Legislature make a mistake in authorizing provisional certificates? The act requiring a knowledge of the elements of the natural sciences, physiology and the laws of health, was timely beyond question; but it is to be feared that the provision for certificates on request of directors will operate in a way to defeat the intention of the act. Directors will take advantage of this provision to their own hurt. The pressure they bring to bear upon examiners, and the importunity with which they beseege them in favor of a cheap teacher, will result in retaining many incompetent teachers in the profession. I deem it unfortunate that this provision was made.

The provision of the law making school visitation by county superintendents contingent upon the will and direction of county boards, is equivalent to making the office solely clerical. School visitation will be at an end, after the next election, in more than half the counties in the State. Men qualified for the office cannot be induced to hold it, because of inadequate compensation. Just as well abolish the office at once as to eliminate from it its most important and valuable function—the only function rendering the existence of the office absolutely necessary.

It seems to me there is a want of harmony between sections 43 and 44 of the new law. Section 43 authorizes directors to levy a tax not to exceed two per cent. for educational, and three per cent. for building purposes. Section 44 makes it the duty of directors to ascertain "how much money must be raised by special tax." But cases might exist where "the how much" would exceed the prescribed rate per cent. If the rate per cent. section is obeyed, then "the how much" section, in certain possible contingencies, might fail to meet the wants of the district. To tell it in the fewest words, section 44 makes it the duty of directors to do something, which section 43 makes it their duty not to do in cases possible to arise. What are directors to do when the prescribed rate per cent. is insufficient to raise the necessary amount of money? It is true that section 47 authorizes them to borrow money for certain designated purposes, but not for the purpose of paying teachers, nor for procuring furniture, fuel, apparatus, and other necessary incidental expenses.

### COOK—A. G. LANE.

Much has been done in upbuilding the school interests of the county. Our County Normal School is firmly established, and the people begin to fully appreciate the grand work that it is accomplishing. There are now over one hundred members, and a preparatory class of thirty. Thirty-one graduated during the past year. Eighty-one of the two hundred and seventy-five teachers who have taught during the past year were graduates of either the State or County normal schools.

The following summary of statistics indicates partially the magnitude of the trusts committed to my care:

	Chicago.	County.	Total.
Number of persons under 21 year of age.....	153, 334	30, 707	184, 041
"    "    between 6 and 21 years of age.....	88, 219	19, 893	108, 112
"    public schools sustained.....	33	201	234
"    pupils enrolled.....	38, 035	12, 091	50, 126
"    male teachers.....	31	111	142
"    female teachers.....	445	217	662
"    teachers.....	476	328	804
"    pupils enrolled in private schools.....	14, 496	2, 064	16, 560
"    teachers " " ".....	332	64	396
"    books in libraries.....	900	4, 344	5, 244

## EXPENSES.

	Chicago.	County.	Total.
Amount paid to teachers.....	\$359,588 27	\$104,104 95	\$463,693 12
"    for new school house and school grounds.....	178,475 79	44,872 04	223,347 83
"    for repairs, rents, school furniture and apparatus..	31,694 45	24,383 23	56,077 68
"    township officers.....	3,586 18	6,163 56	9,749 74
"    on bonds, interest and special assessment.....	86,515 05	40,979 21	127,494 26
"    for fuel and incidental expenses.....	76,952 20	15,576 83	92,529 03
Total expenditures.....	\$736,811 94	\$236,079 82	\$972,891 76

Total cost per scholar:	Chicago.	County.	Whole county.
Upon school census (between 6 and 21) .....	\$8 35	\$11 86	\$9 00
"    number enrolled.....	19 37	19 52	19 41

## PRINCIPAL OF TOWNSHIP FUND.

Chicago.....	\$197,001 93
County.....	192,705 67
Total.....	\$389,707 60

## CERTIFICATES ISSUED.

	First grade.	Second grade.	Total.
Gentlemen.....	28	98	124
Ladies.....	51	212	263
Total.....	77	310	387

## AVERAGE SALARY IN COUNTY.

Gentlemen.....	\$65 45
Ladies.....	47 26

## INSTITUTES.

Two institutes have been held during the year. The first was in session at Oak Park, May 1st, 2d and 3d, 1872. There were one hundred and fifteen teachers present. Practical exercises in the methods of teaching various branches were presented by some of the teachers. The papers presented on "True Discipline," "The Model Teacher," "Language Lessons," and "Necessity of Preparation for the Teacher's Work," awakened a deep interest. The question of grading the village schools of the county was thoroughly discussed, and it seemed to be the unanimous sentiment of the teachers that greater efficiency could be secured, a deeper interest on the part of the pupils awakened, and better results accomplished by the introduction of a graded course of study.

Upon the passage of the new law, I asked the Board of Commissioners of Cook county, to make an appropriation of \$400 to defray the expenses of an institute, which would enable the teachers of the county to prepare themselves upon the natural sciences. The board generously made the appropriation, and the institute commenced July 23d, and closed August 16th, 1872. There were one hundred and sixteen names enrolled. Professor O. Marcy, of the North Western University at Evanston, gave instruction in botany and zoology; B. L. Dodge, of Palatine, taught physiology and philosophy; and D. S. Wentworth, of the Cook County Normal School, conducted an exercise each day on the methods of teaching. At the close of the institute the teachers were required to pass a written examination in botany, zoology, physiology and philosophy. Ninety-two of the teachers passed a satisfactory examination and received certificates under the new school law.

The value of these institutes to the schools of the county is manifested in the greater earnestness and efficiency of teachers, and in the better methods of instruction used. Teachers who do not attend institutes will soon find themselves crowded out of the schools by those who can do better work.

In March last, a written examination was held of eighteen of the graded schools in the county, and a greater interest was awakened. The following circular was sent to the principals, and sealed packages of questions were delivered on the morning of the examination:



## EXAMINATION OF CLASSES IN THE GRADED SCHOOLS OF COOK COUNTY.

THURSDAY, MARCH 21, 1872.

The "first class questions" will be used with all classes that have completed the various branches as follows, to-wit:

*Arithmetic*—To square root.

*Grammar*—Analysis and parsing with definitions of terms.

*Geography*—Common school geography completed.

*History*—Discoveries and settlements.

*Spelling and Penmanship*.

The "second class questions" will be used with all classes that have completed the various branches as follows, to-wit:

*Arithmetic*—To compound numbers.

*Grammar*—Orthography and etymology, and simple exercises in the use of language.

*Geography*—United States completed, definitions of terms, and questions upon the general description of the earth.

*Spelling and Penmanship*.

Teachers are requested to give such previous instruction to their pupils, in reference to the heading of their papers on the day of the examination, that they will understand how to proceed immediately upon the distribution of the questions. *Each paper* will be required to be headed with the *name of the pupil and age, name of village, and name of teacher*. Use foolscap paper, and leave a margin at the left of each page, writing on both sides of each half sheet.

Let the scholars be seated separately, and if it is necessary to seat two pupils at the same desk, they should be of different classes. All maps must be removed from the blackboards and walls of the room. The teachers will collect the papers without any delay, at the close of the time specified for each exercise, whether scholars have finished or not. The papers of each study should be kept separate, and those of each class should be kept by themselves. The papers should not be folded. If scholars are seen to communicate, write "communicated" at the head of their papers. The questions will be so arranged, that there will be no necessity of scholars making inquiries about the questions.

It is essential, to the success of this examination, that the constant and undivided attention of the teacher should be given to the exercises. At the close of the examination the teachers will please forward the papers without any delay to "A. G. Lane, County Superintendent Schools, 138 W. Monroe street, Chicago."

I would suggest that the "school directors" be requested to take charge of the examination.

Very truly, yours,

A. G. LANE,

*Superintendent Schools Cook county.*

## THE NEW SCHOOL LAW.

In another year Cook county will be able to supply all the schools with teachers who are qualified to meet the full demand of the law in the natural sciences. Many of the people in the country districts think the requirements entirely unnecessary, but the thoughtful, intelligent people think that much good will be accomplished in shutting out a multitude of those called teachers who "will take a school for the winter, because they are out of work;" and that those who fit themselves thoroughly for the work of teaching will be compensated for their labor.

There seems to be a general feeling that the change made in the manner of distributing the public funds is just and equitable, but that the division to districts should be made as in the old law.

I still feel that the township organization of schools, if adopted, would produce the most gratifying results in a few years. The law requiring "twenty-two days actually taught," for a school month, seems to occasion some trouble, because in Chicago and all the principal schools of the county, it has been the custom to pay the teachers every four weeks, of five days each. I would suggest that the week of five days be made the unit, instead of the month,

At the institute held at Oak Park, a committee was appointed to prepare an outline of a graded course of instruction to be published. That work has been done, and this "outline of a graded course," with my financial reports and a synopsis of the new school law, will be published for general distribution. Depending upon Him who giveth all wisdom, I trust that the next year will show better results in the uplifting of the people by our educational system.

## CRAWFORD—SAMUEL A. BURNER.

As a whole the schools of this county are in a much better condition than they were two years ago. There has been quite a change in some districts regarding school houses. Fourteen good school houses have been built in the last two years. But there are several school houses, so called, in the county that are but little better than pens of torture to both teacher and pupil—some of them, too, in districts where the citizens are fully able to build good houses. However, the poor houses are gradually giving place to better ones, and it is hoped by the friends of education that not many years hence, there will be a good school building in every district in the county.

There are two graded schools in the county—situated in Robinson and Palestine. Each school has four grades. The school buildings were erected in the last two years. But few of our schools are supplied with outline maps, charts and apparatus.

The teachers of the county are much better qualified, as a class, than they were two years ago. Some have attended the normal schools of Illinois, Indiana and Ohio. Some have attended colleges that have normal classes attached to them. There have been private normal classes in the county every summer and fall for three years, in which many who could not attend higher schools have been instructed in methods of teaching. Semi-annual sessions of the Crawford County Teachers' Institute have been held in Robinson. These meetings have been a great help to many. Physiology, zoology and natural philosophy were taught in the normal class in Robinson last July and August. Physiology was taught in the class at Annapolis. At the last session of the county institute—held the last week in August, 1872—considerable time was devoted to physiology and the elements of the natural sciences.

The examination of applicants for teachers' certificates has been a matter of vital importance, especially since the first of last January. Public examinations are held monthly. Last June, nearly all the certificates of the teachers of the county were renewed. By so doing, fifty-four were renewed that were granted the first of the year. In the year ending July 31, 1871, seventy-nine schools were visited once, and twenty-six twice. All the schools were visited once last year, and thirty-two of them twice.

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## DEWITT—F. M. VANLUE.

The condition of the schools in this county is very good. There is a growing interest in the active duties connected with the school room among teachers, school officers and patrons. The effect of county supervision in all its various features, visitations, settling controversies, explaining the law, instruction and suggestions to teachers in the art of teaching, has been and is now a felt power in raising the schools to the exalted position they now occupy. There is an increasing desire for teachers of a higher standard of qualifications, which is very encouraging, and with this state of facts I do not find it difficult in raising the standard of teachers. Up to this time I have never been able to get an appropriation from the county board for the purpose of defraying expenses connected with the institute, and together with other discouragements which, by the law, I am unable to overcome, our work in that direction has been a failure. The law should be so amended as to make the attendance upon the institute by the teacher compulsory.

Believing that county supervision is absolutely necessary to the perfection of our system of public education, and that the best men may be chosen to fill this important position, let the Legislature amend the law defining his various duties and providing for the payment of a liberal salary therefor. I

believe that a large majority of the people of this county are anxious for a law compelling the attendance of children between the ages of six and twelve upon our public schools, at least four months the year.

With probably a very few exceptions, the people of this county, as far as I have been able to ascertain up to this time, prefer the old law to the present one.

### DOUGLAS—S. T. CALLAWAY.

I think I hazard nothing in reporting improvement in the condition of the common schools of this county. There is an increased number of good teachers, and those who have been teaching for several years are certainly improving with experience. Some good teachers have moved away, some have retired; three or four have gone the way of all the earth, one at least, a young lady, whose place will be hard to fill. There seems to be a greater realization of the importance of the teacher's qualifications, work and influence.

We are trying to establish some uniform system of discipline. In order to this, some are realizing most decided success in having a well arranged programme, not for recitation only, but for the better government of their pupils, in the proper use of a given time to accomplish a given work. Thus a programme well understood and worked up to, with life and energy on the part of teachers and scholars will most certainly insure success. In the primary department teachers are dropping the A B C and are working with becoming energy (and of course success) in adopting the word system, by the use of the blackboard, charts, slate and pencil. Spelling by sound and phonetic analysis is receiving more attention now than formerly. There is evidently improvement in teachers giving more time to taking a deeper interest in reading lessons, requiring scholars to spell, analyze and define every important word to the proper understanding of every lesson read.

*Hindrances.*—Some directors as well as patrons oppose "these new fangled notions," and most presently demand that their little boys and girls be kept closely in the spelling book—the elementary that. So the teacher that can get up some interest and spelling and turning down, and have good schools in the evening, is considered a success. The free school system meets with some opposition though I think it does not amount to much. The tendencies seem in favor of its continuance. Some people complain of heavy taxes, and a few would be willing to fall back on the old subscription system. Some complain, saying they would not mind it so much if some parents were not so very careless in sending to school, when in some cases it costs so little; and consequently quite a number would see a judicious compulsory law. Again, some think there is less carelessness now than when a man had to educate his own children. I am satisfied that as a common thing the best remedy is to have a live teacher, who can succeed in getting up an interest in school that will tell on the entire community. On the other hand, incompetency, carelessness and a want of interest in school will bring about the condition of things complained of. Hence I infer that to make the common school system really the means of diffusion of intelligence, thus making it a blessing, we need, more than any other thing, the right kind of men and women to teach our schools. In direct connection with this, we want industrious, intelligent, progressive directors. These things, with the right local superintendency, will make our common school system a blessing to the world. But serious fears are entertained on the part of some of the leading educators of the age that there is great danger to the purity of our free institutions, if we continue to educate the head to the neglect of the heart. Our children must be taught, and properly taught, to love truth, righteousness and justice. Otherwise, the keen, shrewd, intelligent, unscrupulous men, forming moneyed monopolies, will finally govern our country, when short will be our race. How can this corrupting influence be better met than in the training of the children in the common schools

*New School Houses.*—I am pleased to report some improvement in building and furnishing comfortable, convenient, and in some cases, attractive school houses. In quite a number of cases good furniture has taken the place of the old, long, clumsy benches; yet some districts retain their old log houses—a disgrace to any age. I would be guilty of injustice to the good people of Tuscola Union District if I should fail to report their liberality in voting, by a large majority, a tax to erect what is now one of the neatest and most tasty and elegant school buildings in the State. The house stands in the eastern part of our young and growing city, and was first used for school purposes January 22, 1872. The building is three stories high, with a basement; contains ten school rooms 25x33 feet in the clear, and an exhibition hall 36x61 feet, with wardrobes, superintendent's room, library, etc.; is heated and ventilated by the Rutan system.

In order to give the teachers of this county a chance to prepare for examination, circulars were sent out about the first of July, informing them that arrangements had been made with Prof. Broomfield to hold a Normal drill to teach the natural sciences. The session lasted three weeks, one of which for the most part was spent on elementary branches. Each teacher present gave close attention to the thorough drill, and with such assiduity that upwards of thirty succeeded in satisfying the requirements of the law and obtained certificates.

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### EDGAR—A. J. MAPES.

During the past two years there has been a great improvement in the schools of this county in every particular; in fact, a greater degree of progress has been manifested than ever was known in the history of our schools before.

Our lot has been a peaceful one, free from law-suits and the many difficulties that oftentimes hinder the progress of schools. We have had but one law-suit during the past two years. No teacher has been dismissed from his school. The teacher's standard in the different branches has been much improved. The people generally are well disposed towards our public schools, yet we have some few persons that are opposed to our present school system.

The people at first did not approve of the changes in the school law, but since a definite construction of the law was published, public sentiment has changed, and the new law now meets with the hearty approval of our citizens who take any interest in the public schools of the State.

In reference to the introduction of the elements of natural science into common schools, I would state that it has had a very healthful influence on our teachers in this county, as it has resulted in striking from our roll many that were drones in the society of teachers; and those that are still engaged in the cause of education, it has tended to improve and better qualify them for their arduous duties. We organized classes for teachers in order that they might be instructed in the natural sciences, and gave them regular instructions daily for about three weeks; and I am pleased to state that their progress was very rapid. There were also some that took charge of these branches themselves, and passed very creditable examinations. I think that the additional requirements of teachers is having a truly beneficial effect, and I would say rather advance the standard of requirements than take one step backwards. We have had no trouble in obtaining teachers that were qualified, and all seem to think the addition of the natural sciences, has been a help to them in the discharge of their duties as teachers.

## EDWARDS—LEVINUS HARRIS.

I am pleased to report progress—I wish I could say rapid progress—in the schools of Edwards county, since my last report. We have a number of live teachers who are doing a good work. Our institutes have been better attended, and there seems to be a growing interest in them. The last was decidedly the best we have had. The new branches received considerable attention, and we believe the teachers present were both pleased and benefited with the work performed in this direction. We have assisted teachers in procuring text books, and have encouraged them to meet the requirements of the law. In our visiting, we give a short lecture, showing how the natural sciences can be taught without the use of text books in the school room. Our schools are quite deficient in school apparatus. Some of the directors have been swindled in the purchase of outline maps, and owing to this fact and others, boards have become too wary; so much so, that they will not purchase maps, etc., from any agent whatever. We have but few good blackboards in the county—by far the most of them are useless. This disposition, on the part of directors, of keeping the schools as barren as possible of school apparatus, is a great obstacle in the way of progress, and quite a discouragement to the earnest teacher. His efforts in accomplishing good is in no slight measure thwarted. Another discouragement is found in the fact that but little attention is paid by our school boards in decorating and beautifying the school grounds, and what is worse, the school room within, to cultivate the taste, and impress the mind, or to make it attractive. The teacher here is partly to blame, for he might, without much trouble, give to the naked walls a more pleasing appearance by little devices of his own. Surroundings have much to do in development. Another difficulty in the way of progress in our county, is the feeling that it does not require a teacher well posted in his avocation—an ignoramus is capable of teaching them, to teach the young in years. A fatal mistake, we believe: one that leads to dire results. As an encouragement, we would say that the school houses which have been built since our term of office, have been an improvement upon those which they displaced. In this respect, and in that of securing better teachers, we think we see a gradual change for the better. The public sentiment as regards the free school system, is favorable, and we are satisfied that the system is continually growing in favor with the people. Some think that the requirements of the new law with reference to the natural sciences are unnecessary and “a humbug,” but the objection arises among the illiterate. All praise to Illinois for taking the lead in this respect. May she never lag behind her sister States in her educational requirements.

## EFFINGHAM—S. F. GILMORE.

I herewith submit to you some account of the condition of educational affairs in our county. First, I may say, while there has not been such improvement in our common schools as I had hoped by this time to see, or as much as I believe there ought to have been, yet upon the whole we certainly have made considerable progress. One noticeable change is that new and comfortable school houses are pretty generally supplying the places of old and dilapidated ones, and blackboards, maps, charts and modern desks are generally found in the new houses. This is a marked change for the better.

Second, there is an improvement in the average qualifications of the teachers of the county. Many of those heretofore engaged as teachers, finding some improvement was expected of them if they expected to remain on the list, have devoted much time and study in preparing themselves more fully for their work. These have been “raised” from the second to the first grade of qualification; others

who felt disinclined to give this attention to self-culture and preparation, have either been refused certificates, or have voluntarily dropped out of the ranks, and no longer pretend to do that for which they are not prepared. The number of good teachers throughout the county has largely increased, and the demand now exceeds the supply; for many country districts that heretofore were seeking cheap teachers now seek for and will employ none but such as are regarded "*Number one*," without much reference to the salary demanded. As a result of having good teachers and suitable buildings, well furnished, a more general interest is awakened among the people with reference to the schools, a heartier co-operation on the part of patrons with the teachers and school officers is secured, and thus the efficiency of the schools is greatly increased.

Soon after the passage of the amended school law, considerable opposition to the provision introducing the study of the elements of natural science in the schools was manifested; but now I find quite general satisfaction is expressed with reference to it, and the people regard it as much better to have persons of enlarged information to teach even the ordinary, and what have hitherto been regarded as the elementary branches, than those who could scarcely pass an examination in the seven branches formerly required to be taught, and who were utterly devoid of information outside of and beyond them. The majority of the boards of directors, I believe, refuse to ask me to omit the new branches in my examination of teachers for their schools, and all would much prefer having their teachers come up to the full requirements of the law. The teachers generally manifest a desire to place themselves fully up to the standard, and have availed themselves pretty generally of every advantage that has been afforded them of preparing for examination in the "additional branches."

I secured the services of Mr. B. F. McCord in the management of a county normal school during the summer, in which all the branches required to be taught were reviewed, and especial attention was given to instruction in the sciences. The results of the school were very satisfactory to myself and to all who were in attendance. About twenty-seven persons were in attendance, all of whom were subjected to an examination at the close of the school, out of which number but one failed to obtain a certificate. Other teachers, who were unable to attend the normal school, have procured text-books, and are, in this way, preparing themselves for the requirements of the new law. My judgment is that this provision ought to stand, and within two years every teacher in this county will be as fully prepared to be examined upon "physiology and the elements of natural science" as they have formerly been upon the seven branches hitherto required. There is no danger of school teachers knowing too much. Let the standard of qualification be fixed high, and if all do not reach it, the general plane will be greatly lifted up.

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### FAYETTE—D. H. MAYS.

When I entered on the duties of my office almost every district in the county had its teacher—a man, who, residing in the district, "farmed the land through the summer and autumn, and then for the ends of thrift rather than the fitness of things, farmed the children through the winter." True, many of these teachers had never visited any place of learning except a district school; had never attended a teachers' institute: knew nothing of the theory and art of teaching; were totally ignorant of "those polished arts which humanize mankind;" being familiar only with the literature couched in the text books to be used in their respective schools; but residing among friends and relations, and possessing a larger stock of book knowledge than their neighbors, for

'T was certain they could write and cipher too;

They generally succeeded in obtaining situations as "schoolmasters," at the maximum salary of \$25 per month.

The effort to remove these hindrances to the advancement of our public schools, and to introduce, throughout the county, trained professional teachers, met with bitter and determined opposition.

My statistical reports for two years, ending July 31, 1871, show that at least 30 per cent. of the former teachers in this county was rejected, and their places supplied by others possessing at least fair abilities. As a natural consequence, while this change was being effected, the salaries paid to teachers advanced at least 25 per cent. This sudden advance in teachers' wages fell upon a large portion of the taxpayers of this county like a thunderbolt from an unclouded sky. Damaging reports of the most preposterous character were circulated everywhere. Many believed that a majority of the applicants who had been rejected by me had appealed to the State Superintendent and obtained certificates from him; while the course pursued by the County Superintendent was the principal topic for discussion in the streets and on the highways. Amid all this confusion and misrepresentation, I pursued the even tenor of my course, licensing teachers only upon fair, impartial examinations, and co-operating with the friends of public schools only, in a united effort to elevate the standard of teaching in the county. That our efforts have been crowned with partial success; that in an educational point of view we compare favorably with adjoining counties; that our public schools are to-day 30 per cent. better than they were three years ago, a large majority of the intelligent citizens of this county bear their united testimony. Notwithstanding the fearful crisis through which we have passed, public sentiment in favor of free schools is more deeply rooted and firmly fixed in the minds and hearts of the people of this county to-day, than it has ever been before. We have an energetic corps of teachers, who are demonstrating by their works that the laborer is worthy of his hire; and time, the great leveler of bigotry and prejudice, will soon demonstrate that the labor of training and preparing the rising generation for future usefulness, is of such transcendent importance as to demand only skillful and accomplished workmen.

The various changes in the school law meet my hearty approval, except that which relates to county superintendents. It is a remarkable fact that while additional branches have been designated to test the qualifications of teachers, nothing has been designated to test the qualifications of County Superintendents. It seems to me that justice to teachers and the public alike demand that only persons entitled to state certificates should be chosen to the responsible position of County Superintendent. Again, his salary should be fixed by law; which compensation should be sufficient to enable him to devote his whole time and attention to the school interests in his county.

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### FORD—W. L. CONROW.

As my connection with and particular observance of the common schools of Ford county dates back but a trifle over a year—in reality only a school year—I am necessarily incompetent to note the progress thereof for the past two years, as especially as though I had the supervision of them during that time. But I can truthfully say, that advancement has been made, that progress is noticeable. There are many causes blending to warrant this opinion. There is a growing demand for good, competent, skillful teachers, at larger salaries. Improved text books are coming into use, and better appreciated. By immigration our county is becoming more thickly populated, thereby lessening taxation and increasing school facilities. The rise in real estate has enabled the townships to dispose of their school lands, many of them realizing handsome public funds for school purposes. The improved methods of teaching, influence of institutes, and the improvement of the common schools, has a compound progressive tendency, for at least fifty per cent. of our teachers are common school graduates.

Should I grade the schools of this county for the past year, I would grade seven as "A, No. 1," having perfect order; scholars very studious; recitations and reviews good to perfect; instruction in recitations by teacher excellent; progress rapid, but not advanced in books faster than in knowledge; general management first rate; and attendance fair to good. Nineteen as No. 1, being a little inferior in all respects, and especially in instruction in recitations by teachers, to A, No. 1. Then thirty-four schools No. 2. The remainder, (counting the winter term and summer term each a school, when taught by different teachers,) with the exception of thirteen, being the major part, No. 3, taught by teachers of little or no experience. In some the order would be good, but little study, poor recitations, no reviews, pupils not studying books when they were capable, no instruction, pupils not supplied with books, slates, etc., poor attendance, little interest and less enthusiasm, exercises more or less dragging. But still, Nos. 3 are much better than no schools, doing considerable good, and teachers anxious to improve and willing to receive advice. The thirteen above excepted I consider a detriment to the cause, and cannot give them a grade. They were devoid of order, instruction, progress, study, and everything else essential to advancement.

In visiting the schools I was much pleased and forcibly impressed with the number of bright, active, intelligent, yes sparkling minds, from six to ten or twelve years of age, that were in attendance—quick, thoughtful and eager to catch new ideas, as they were revealed by books or by the teacher. But I cannot say the same of the pupils above that age, for as far as intellect is taken into account, they seemed of another and different generation. You appear to come in contact with a bluntness of mind that is impossible to sharpen; a dullness of comprehension that you can scarcely arouse; an absence of mind that you fail to draw near and control. These facts are so noticeable that I cannot resist speaking of them. The cause of the change or difference cannot be attributed to a different generation, but to a failure to cultivate the faculties at the proper time, and keep them in a state of activity, hence they become obtuse or inactive, and difficult of control. Teachers frequently remark, that "it is much easier to teach small pupils than larger ones, although large ones seem to study much the harder."

Quite a number of new school houses, large and commodious, have been erected in Ford county the past two years, and most of them have been comfortably seated, but very few have been furnished with maps, globes, etc., the people invariably claiming that it is of little use to purchase such things, for "they get destroyed during the first vacation, if not before." We meet with much annoyance and hindrance in our endeavors, in not having "black boards." I cannot remember seeing a good black board in the county, except in the village district schools. Nearly every school house has part of its walls blackened, or black paper hung up, or a blackboard suspended, or something to represent a black board; but the best of them are hardly worthy of the name. Some have an occasional spot that will receive a mark, but they can hardly be brought into much use in their present condition. Neglect of directors to bank up school houses, replace broken lights, and plastering of walls, furnish fuel, and many other things essential to the comfort of scholars and teacher, acts very much against the prosperity of the schools.

Considering the youthfulness and inexperience of teachers, it would be much better if superintendents could visit each school the first month of the term. But this is impossible, and in the present condition of things many schools are not visited at all, and many not until the close of the session, when teachers think it is too late to make changes or take any active measures towards improvement. In fact, the interest is materially lessened. If directors are spoken to, the thought is, "it is hardly worth while to make any changes this term." Hence the necessity of a town superintendent, or one for every four townships. The expense would be but little greater than at present, for directors get an abatement of poll tax equaling about nine dollars to the district. Then the schools would be more particularly under the eye of the town superintendent.

The school (winter) term averages three and one-half months. The summer term three months. There is almost an entire change of teachers from the winter to the summer term. A superintendent



will have to be very active to visit, on an average, eight schools per week; and taking into consideration the weather and condition of the roads many portions of the year, it is impossible to visit more than forty schools the first half of the term (if superintendent stays long enough to benefit the school, which should not be less than three hours), and the visits made during the last half are only of value inasmuch as they stir up the teacher to have a good school when he does come. If the teacher intended to continue teaching the next term, the visits would be beneficial or at least have much more effect. In mentioning these "hindrances," I do not wish to convey the idea that efforts are not put forth to overcome them; for, I believe, nowhere are the services of a superintendent so valuable and effective as in the school room. A few timely suggestions, illustrations, explanations, comparisons made in the school room, upon subjects embracing the teacher's professional duties, are invaluable, and often prove the entire worth of the term.

I am unable to communicate my ideas of a superintendent's duties in the school room upon paper. They are so varied that it would require almost as many statements as there are schools in the county. I make it a point to spend three hours in each school, visiting two a day, except on Mondays and Fridays; but in order to do this dinner has to be omitted. In a half hour's quiet observance of the workings of the school, I form my opinions of the order, progress, study or studiousness of scholars, and ability of teacher to instruct. By that time I am able to point out deficiencies, errors, etc., or encourage such as I approve. If the school is disorderly, idle, inattentive, etc., I take charge of the school, and by a few appropriate remarks—as I think—call their attention to their duties as scholars, telling them that their duty is simply to be quiet and studious every moment of time during school hours, etc. I have the teacher hear the recitations; if I consider them unsatisfactory, or teacher unqualified to hear a recitation, I take the class (after each recitation), and by comparison point out the defects, and give examples of instruction in recitation. If class is not prepared to recite, I have them study until they are prepared. I think it is a waste of time for teacher to hear an unlearned lesson. The class has formed no foundation upon which to receive instruction. If school is not properly classified, and pupils without books, slates, etc., I classify and notify the pupils what things are wanting during the recitations, and order the pupils to get them immediately, and instruct the teacher to notify me if they are not forthcoming.

I wish to say a few words regarding examinations. At first I followed in the footsteps of my predecessors, and used "Written Questions" extensively, and written examinations. But upon visiting the schools of applicants receiving certificates upon written examinations, I found that I had invariably made an incorrect estimate of the teacher's ability. By this method, some idea could be formed of a teacher's knowledge of the "branches," but in ascertaining the ability to teach, came the deficiency. Though you should ask the teacher to give his method of teaching (and they all know, and can tell you the proper method,) and he should give a good one, you would be by no means sure that he was capable of putting it into practice. I now conduct my examinations orally, almost entirely. It is much more laborious than the written method. My plan is this: I form the applicants into a class, give each one a book (Edwards' 5th or 6th Reader) if possible. Ask one of the class to select a lesson to read, and read the first paragraph. Appoint one of the class teacher. After the paragraph is read, teacher makes corrections and comments thereon; then we have comments from the class, and re-readings of the parts commented upon by the commentators. Then another is instructed to read a new paragraph, and another teacher appointed, and so on until I am satisfied. Then we have spelling and defining words in common use that appear in the reading lesson. I consider "defining words" a grand exercise to detect the thoughtful, reflective mind. After a word is defined, any one of the class has the privilege of offering a better definition. After this, one is requested to select a sentence from the reading exercise to analyze and parse. A teacher is appointed, and the class notified that they are expected to correct all errors, or they will be charged therewith, reserving the right to ask "whys and wherefores," or call upon any one for explanations, etc. It is impossible to perceive the

benefit derived from this method of examination, or the quickness with which you will arrive at a just estimate of the knowledge and ability of each member of the class, without practical experience. Applicants throw off that reserve, and become free and easy, express their opinions, ask questions of each other, take issue and combat lively. The exercise in grammar generally continues one hour; and not unfrequently the applicants say: "Well, that is the best exercise I ever had in grammar," "That is my first real knowledge of grammar," "I know how to study and teach grammar, now." As a simple example: One of the class parses an adverb. Says, it limits or modifies, etc. I ask what is meant by that expression, and so on; and have the teacher ask similar questions. In all of the other branches the same method is pursued, teacher asking questions from memory. Teachers have an opportunity of comparing knowledge with their fellow teacher, and invariably know whether they are entitled to a certificate or not before the examination is over. Again, the applicants feel that there is no desire to puzzle or ask puzzling questions. It requires a great deal of preparation, skill, care and experience to conduct an examination in this manner, and most any one would make a failure at the first attempt. It should be commenced gradually, and not over six applicants in the class on first trial.

The public sentiment of Ford county seems to be strongly in favor of maintaining free schools, or at least of having the people educated. I have met with but one man who has expressed himself in opposition to them; and his opposition was more particularly against superintendents. But it is a common complaint that there is not an adequate benefit received for the amount of money expended in keeping up the public schools. No tax is paid so freely and willingly as the school tax; and after it is paid, the people are desirous of having it expended judiciously and to the best advantage. Dissatisfaction is apparent, especially with the intelligent and larger taxpayers. In all of my official intercourse with the people, or in general conversations, I have heard but one opinion expressed (except as above mentioned) and that is, that the school system should be made more effective. They are hardly prepared to adopt compulsory attendance, for they cannot foresee exactly how it will operate, fearing that it might subject their children to more or less cruelty, forgetting that we have humane, christian teachers in the present age. But if the law was or could be adapted so as to apply only to the neighbors' children, there would hardly be a dissenting voice. "Procrastination is the thief of time"—no, education. For it is always, "Oh, yes; I am determined to send my children to school regularly next winter; this winter circumstances were such that I had to keep them at home." But next winter the circumstances are much the same, only a little worse, for the children are a year older, and their services more valuable at home, so the education has to be deferred until next winter. The attendance that is reported is so irregular that there is but little chance for improvement. I will venture the opinion that if our schools were continued but two months of the year, and the children required to attend regularly and promptly, they would be much farther advanced at fourteen years of age than they are under the present system. Any person would come to the same conclusion if he would take a look at the schedules. Take the whole number of children in the county and the gross attendance, and compare them, and the attendance is quite respectable and encouraging. But when you take into consideration that nearly every person in the county between the ages of six and twenty-one is enrolled some time during the year, and that this gross attendance is made up of the entire number of schoolable children's attendance over the space of six or eight months, it is not so flattering.

The introduction of the "new branches" into our schools, thereby raising the standard of education, is heartily approved by the intelligent portion of our community. At first the intention of the law was not well understood, many thinking that every child was obliged to become a philosopher, physician, botanist, naturalist, etc. The matter is now better understood, the "bug-bear" shaken off; and all with whom I have conversed upon the subject think it is a step in the right direction. Issuing provisional certificates is having a tendency to make the law a nullity. It is hoped by many that that portion of the law will be repealed soon. It takes away the incentive to preparation by the teacher,

even though he should have some ambition. Many influential persons have expressed opinions in opposition to the law, or change in the law in regard to institutes; but think the law in regard to holidays correct.

The average qualifications and work of teachers are much improved within the past year. Having an "A No. 1" public school in Paxton, and a No. 1 in Piper City, where many persons are prepared for teaching, and having direct communication (by the L. B. and M. R. R.) with Normal, from whence we have received a number of teachers this fall, we are prepared to say that the schools are supplied with better teachers than they were a year ago; although a few out-of-the-way districts, with small buildings and poor conveniences, and no chance of gaining reputation, have to be satisfied with such as they can get. A year ago it was not uncommon for applicants for certificates to present themselves for examination, who had never studied the branches required to be taught in the common schools. Some had never studied grammar, arithmetic (further than fractions), history, and other than primary geography. By positively refusing to examine such applicants, I think the qualifications have materially improved. I now require that they have studied all of the "branch" arithmetic, as far as Ray's third part. One-fifth of the teachers of this county the past year admitted that they had never studied arithmetic to the end of "third part;" and at least one-half had been through once, to promiscuous examples. We hope, after this, to be able to make quite a different report upon this topic.

We have made several attempts the past season to get up normal schools or institutes for the purpose of teaching the "new branches," but each attempt proved a failure. The county being so small, we could not get enough together, at any one time, to pay for the time and trouble. So I procured books and placed them in the teachers' hands, at wholesale introductory prices. Quite a number of teachers that taught in the summer spent the vacation in attending some high school, for the purpose of studying the "new branches;" while quite a large number depended entirely upon "provisional certificates," and could not be persuaded to get books, or attend the institutes. In August, Prof. Evans, of Paxton, wrote to nearly every teacher in the county, with the view of holding a normal school in Paxton for a term of five weeks, for the purpose of studying those branches. Less than a dozen promised attendance.

In my opinion, altogether too much time is consumed in our public schools in teaching children to read. We have teachers from various parts of this State, and they all pursue about the same course. I can safely say two-thirds of the time is thus employed, to the neglect of the other branches. The reading classes recite from two to four times a day—class in fourth reader often reading three times. It is well to be a good reader, but does this exercise develop the mind as rapidly as other studies, or a combination of studies? (Teachers from Eastern States generally teach all of the branches about equally, giving arithmetic the preference, if any.) Comparatively very few study history, grammar, geography and writing. I have taken much pains to correct this, but find much difficulty attending it.

The opinion is quite prevalent that it is not necessary for a pupil to study in order to obtain an education. I have listened to many eloquent addresses by eminent educators upon the subject of teaching, but cannot recall a single instance of the teachers being informed that it was absolute, or even necessary to have pupils study. They say you must not "pound in" the ideas, but draw them out; that is (the people and teacher understood it so), that the class need not study the lesson, but the teacher must teach it to them in the recitation class. It is plain to me that educators don't mean any such thing. If they do, they do not know much about our district schools or the teachers teaching them. Of the two methods, taken separately, I will take the "pounding in," and as much of it as possible. By this method you improve the memory, acquire control of the mind by constant concentration, and improve the faculties that are susceptible of improvement; then I want the "drawing out" process plied with vigor, after there is something in to draw out. We have schools taught by both methods, separately, and we have some taught by both processes taken together; and this last or joint method is the one that is successful. Our teachers are not capable of teaching the "drawing

out" process upon an extensive scale. Book peddlers, authors, educators, all try to make parents believe that the teacher can give children an education without study on their (the child's) part, if the teacher only pursues a certain method, or has a certain text book (their's). Parents believe it, and teachers believe it, and many teachers are vainly trying to accomplish it.

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## FULTON—H. J. BENTON.

Since my last report the schools in this county (few exceptions only) have been constantly increasing in efficiency and zeal. The many evils then complained of have, for the most part, vanished. Our school houses as a whole are better, and those that have been erected in the past three years are of good material, and in their completion direct reference was had to health and comfort. Those buildings, with many others of longer standing, have been furnished with good and necessary apparatus, excellent seats and other conveniences. The people, in many localities, have interested themselves in efficient schools; oneness of feeling prevailed; good and well qualified teachers were demanded; a unanimity of text books secured; wholesome regulations for the discipline of the school were adopted; school visitation, by both directors and patrons, were frequent, and the result has been, and will be, admirable success. If the same interest had been manifested in each and in every school district throughout, I am certain that our citizens residing in those backward localities would have realized the fact too, that suitable houses, live teachers and progressive schools would have been far better for the physical, moral and mental training of their children, and much the cheapest to the taxpayer.

From my statistical report it can be observed that I have visited nearly every school once, and many of them twice, and, in all candor, I can truly say that these school visitations have produced excellent results. Those visits were highly appreciated by teachers and pupils, and in every school I found the moral training was not neglected; in the major portion, excellent methods of teaching were practiced; schools every where well attended; rooms neat and clean (but few exceptions), and all kinds of school property were cared for and protected from injury. Our best and older teachers leave no system untried that would conduce to the cheerfulness and improvement of the school, while the younger class of teachers seem to be anxious, inquiring, ambitious and striving to obtain a higher degree in the art of teaching. From my statistics of school visitation, I find that the daily average attendance had increased over the years before 12 per cent. and in the advancement of some of the common branches 20 per cent. Whatever opinions others may have with regard to school visitation, I am fully convinced of its practicability and importance in conducing to the real vitality of the school. Teachers are more careful, discipline is better, the methods of teaching are sought after, school houses are neater and the whole routine of the school exercise is marked with greater improvement than it would be otherwise. Those visitations have been urged by the teachers and others, and frequently when the season would be far advanced, and when time and distance prevented earlier visits to some schools, the directors became fearful that their schools would be neglected; they wrote and stated that "their teacher is young and inexperienced; that the usual suggestions to the teacher, and instructions to the pupils and encouragement to the school, and that my early attention being directed to this matter would be greatly appreciated by them, people and school as well."

After the changes in the school law came into force, the board of supervisors took action unfavorable to the proper discharge of the duties of the office. I urge no complaint, but if the office of county superintendent is to be continued, then it would seem to be more wise and just that the law should set forth the superintendent's respective duties, and he be permitted to perform them unmoled and unrestricted, subject to the law only.

If the clause in the second line of section 20 remain, when the law comes in force, I am satisfied that those members who are opposed to the free school system will give a death blow to school supervision, and by that means the various efforts which have been made in the right direction for the general improvement of the schools will be scattered and lost.

The discretionary power given to county courts relating to school visitation, will foster that system of "log-rolling," "wire-working" and "ax-grinding" already so prevalent, instead of encouraging a calm and judicious examination of the wants of the teacher, and requirements of the school. That clause should be stricken out. The privilege of the faithful superintendent to guard and foster the great interest of our system of popular education, should not be left to the discretion of a class of township politicians whose tendencies are so often in exact enmity to the system of free schools.

Public opinion favors thoroughness in the common branches; also physiology and hygiene in addition thereto, as sufficient qualifications of the teacher, in order to obtain a certificate; but seems to be opposed to, and many and various are the objections urged against, the introduction of the "elements of the natural sciences" into our common schools. The teachers who have given expression, have manifested their appreciation of the change in the law, and they think "that the time has arrived when a higher standard of qualifications is necessary." Not less than one hundred teachers have purchased the required books, and they intend "to apply themselves most diligently until they can fully meet the requirements of the new law."

We deemed it expedient to postpone our county "Teachers' Institute," which would have convened August 13, so that our teachers could attend the "State Teachers' Institute" which convened at Normal on the same date, and those who were in attendance returned home being amply rewarded for their time and expense.

## GALLATIN—N. P. HOLDERBY.

With regard to the educational interest of our county, I can truly say that we are steadily advancing, although not as rapidly as I could desire. We have not been able to procure as many good teachers as we wished, but our teachers, as a general rule, have evinced a commendable disposition to co-operate with me in advancing the cause of education. I think the schools, not of Gallatin county alone, but of other counties, could be greatly improved by a more thorough system of school directory. Therefore, I would suggest that directors be held to a stricter performance of their several duties, and that they be reasonably compensated therefor.

I think section 20, new school law, should be changed so as to require school visitations by county superintendents, without referring the subject to county boards. I consider school visitations by superintendents of great importance to the system; and leaving it to the county board to direct will produce irregularity, from the fact that some boards will direct visitations while others will not. I think the law should be changed to allow teachers time to attend institutes; for institutes are of vital importance to the school system, and we cannot procure as prompt and general attendance of teachers when they have to lose the time and bear expenses, as if they were allowed the time. We held an institute in October, 1871, at Omaha, continuing five days; the best institute we ever have held in the county. I am sure that the districts that were represented by their teachers were fully remunerated for the time given, by the improvement in the schools last winter. The institute held in our county last October (1872), was not as well attended as the year before, from the fact that the county fair came in conflict with it. We have labored under some embarrassment in holding institutes in this county,

from the fact, that as yet the county court has failed to make any appropriation to aid us. I fear that our schools will scarcely make the usual advance this winter, from the fact that a number of them did not go into session at the 1st of October, for the want of teachers; but they are all in session now.

### HANCOCK—WM. GRIFFIN.

I submit the following as my report of the schools of this county for the last two years. The schools are steadily improving in those elements that serve to make our common schools what they should be. New and commodious school houses are taking the places of the old inconvenient ones. Old ones are being repaired, and new and convenient furniture is taking the place of the less comely and more tiresome. School apparatus is being introduced to some extent. School grounds in many districts are nicely fenced, and trees have been set out to make the school premises more attractive. I am glad to report progress in this direction. I shall try to have trees set in every school lot next spring, if possible. There also seems to be more interest manifested by all concerned, in the growth and prosperity of the schools, than at any former period. Still I would by no means assert that this is the case universally, for I find some who desire to return to the land of Egypt, whence they came, that they may enjoy the ways of our good old fathers, and die in the land of plenty. They say the school tax is very burdensome and enough to break any man up. Their theory is, "let every man educate his own children as they did when we were boys." Still I am persuaded that a large majority of the people of this county are in sympathy with the common schools. The directors are manifesting a zeal that is commendable. It is not an uncommon occurrence for directors to write, "Mr. Griffin please send us a good teacher, one who is worthy and well qualified, and we will pay him good wages."

I am laboring to bring the masses into active sympathy with school interests, knowing that if this can be done, one good point will be gained. When the employers and teachers, directors and county superintendent, all work in harmony, then will much good be done, and the common schools get to themselves much honor. The additional branches prescribed in the new law have developed wonderful activity among the teachers of this county. But some have gone down to rise no more. Some who could barely keep on the surface under the breakers of the old law, have been hopelessly wrecked on the rocks of the new, and I am heartily glad of it. There is also complaint among some old sinners, who are now much burdened with taxes. They say there will not be so many teachers under the new law, and they will have to pay them still higher wages. It may be so, but if so they will be gainers by it. Your circular No. 12 has done much good in allaying some ill-feeling in some places, arising from a misunderstanding of the law and its design. As a general rule the teachers have accepted the position in good faith, and are preparing to meet the full demands of the law. I have taught about sixty-five during the past summer, and many others have studied by themselves, and some are going to run township classes during the winter. Still others are attending different colleges and high schools to prepare for the spring term of school. I did not renew any certificates that expired after the first of July. We have excused quite a number, but have said to them, they must be ready by the next time, as provisional certificates will not be renewed in this county. I think the new law an improvement on the old.

## HARDIN—JOHN JACK.

I am sorry to say that the public schools of this county are not improving as fast as I could wish, the prime cause of which is the want of efficient teachers, and another cause being on the part of school directors hiring poor teachers at a small salary, rather than pay good teachers a living price, and the directors, as a general thing, do not manifest the energy and interest necessary to insure success in their schools; and I find another cause of trouble and want of success is the want of a proper classification of school books, old and worthless books being used in preference to good books, because people have them or because they happen to be cheaper. I am glad to say that the Bible is in general use in all the schools in our county.

I find from returns that there are 104 between the ages of 12 and 21 years, unable to read and write, the only cause assigned (and the right one, as I believe) being neglect on the part of parents, and I believe the Legislature would do well to so amend the school law as to embody "compulsory attendance."

I have visited during the year nearly all the schools in the county, giving instruction on the school law to directors, advising with teachers, and lecturing the children. I find the people of this county almost a unit on the free school question, and with competent teachers and better school officers a new era would dawn upon us with reference to schools. I find the mass of the people as well as most of the teachers opposed to the introduction of the elements of the natural sciences into our public schools.

Since the new school law went into effect the office of county superintendent has been a burden, the salary being insufficient to warrant a man in devoting any more of his time to schools than the law positively requires him to do, and I think that the office in a great many of the smaller counties will hereafter be filled by men with inferior qualifications, unless the coming Legislature shall increase the pay of the office.

## HENDERSON—R. P. RANDALL.

Considerable improvement has been made in general during the last two years. Several good school-houses have been built and well furnished. There is more nearly a uniformity of text books than at any time heretofore. Fair wages are paid, and there is comparatively little objection made to the tax levied for school purposes. Our teachers are better qualified, as it is generally understood that the examination is not a mere matter of form, but that it is for a purpose—that teachers must prove that they possess the necessary qualifications for teaching, before a certificate can be granted. I have endeavored to make this the test "without fear or favor," and am satisfied that it has had a good effect. Some teachers who have held certificates from time immemorial, almost, having them renewed by each incoming superintendent "without an examination," have been examined, and in many cases it is found that they are altogether behind the times in scholarship and in methods of teaching; and, when the case demands it, they are informed that they must study and improve or stand aside.

Especial pains have been taken to make our teachers' institutes of real utility to the teachers, and it is thought that much good has been the result. The institutes have generally been well attended, the teachers, in nearly every instance, cheerfully performing the parts assigned them.

The greatest want of our schools is good, experienced teachers. But few of those who were teaching in this county two years ago are here now; their places are occupied mostly by young and inexperi-

enced ones. These, generally, are doing fairly, yet their lack of experience is against their complete success; and it is evident that our schools can never be raised to a very great standard of excellence until there are more professional teachers who follow it for a life business.

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### HENRY—H. S. COMSTOCK.

The general educational interest in this county is evidently gradually but surely increasing. There has been, however, a noticeable falling off of male teachers during the last year. There are not half enough in the county at this time to supply the demands for the winter schools, and the consequence is that their places are being supplied with female teachers, of whom there is a liberal supply. The custom prevailing in a large number of the country schools of changing teachers two or three times during the year, and the inefficiency and incompetency of too many school officers, I regard as the primary cause of this diminution of male teachers. In my last report I stated it to be my opinion that one great obstacle in the way of progress in our schools, was to be traced to the multitude of local school officers, and the consequent inefficiency of many of them. Experience confirms this opinion, and I still think that the "township system" is the true remedy.

*Institutes.*—Three institutes have been held in the county during the last year, the last annual commencing Monday, September 2d, and continued through the week. Especial attention was given to the natural sciences at each session. About 100 teachers were in attendance—about half the number usually attending the annual session.

*The New School Law.*—As a whole, I am satisfied that the new school law is working advantageously to the interests of education in the county. Many of the most incompetent teachers have abandoned the profession under the new demands, while teachers of a higher grade of attainments are in better demand, and secure more liberal and remunerative wages. The only objection which I perceive in this large extension of the common school course is that there is great danger in the large and crowded schools of neglect of the common branches, a knowledge of which is fundamental to a thorough education. But as before remarked, the standard of qualifications of teachers, must, I think, be speedily elevated under the new provisions.

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### JEFFERSON—G. W. JOHNSON.

Whether or not the county authorities are acting upon the rule upon which the poor preacher received his poor pay, I cannot tell; but, recollecting their extreme economy in some other directions, and also that the reputation of the superintendent is involved, I shall not charge them with exactly that kind of parsimoniousness. But ever since our county adopted township organization there has appeared among the members of our honorable board of supervisors a remarkable effort to make that form of government popular, and ride into office on the hobby of economy. Economy, directed by intelligence, would do; but it was here, by this honorable board, that the immortal resolution was conceived and brought forth, "that the office of county superintendent is a useless and expensive one, and we, the board of supervisors of this county, recommend the Legislature to abolish it." Here it was that three dollars per day—and his account fully itemized at that—was considered large pay for a county superintendent. And here it is that not one dollar has ever been donated by the county authorities for teachers' institutes, public lectures, or any other educational enterprise whatever.



No wonder our literary advancement has been like the lawyer's progress towards Heaven, and that this part of Egypt is so destitute of both the facilities and the fruits of education. But, finally, to crown the climax of ill-advised economy, our county board has limited the number of days for which the superintendent can draw pay, to sixty—this, with his commission, giving him a salary of about four hundred dollars a year! What an inducement for competent men to seek and serve in as high and responsible a position as the county can claim! Few, if any, of our constables receive less pay. Here, I think, is one objectionable feature in the new school law; and these are some of the difficulties that we labor under in this county from the schools being placed in charge of the supervisors.

Another feature in which, as I conceive, the new law tends more to the gratification of ignorant prejudice than to the public good, is its lack of inducement to hold or attend teachers' institutes. While a few, more nice than wise, may object to the teacher's losing time from his school to attend these powerful helps to his profession, it is well known that, when they are properly conducted, infinitely more is gained than is lost, by parents, pupils and teachers.

In all these things, while special laws are an acknowledged evil, power is given to each county to adopt, with regard to a most vital interest, regulations entirely different from those of any other county. If the authorities exercising this power were more competent than the Legislature, then there might be some plea for the change. But it has already been demonstrated that county boards are not always the best repositories of very large legislative powers.

But we are not entirely destitute of symptoms of healthy action, or signs of growing interest in the subject of education. There is evidently an increasing disposition among the people to build better school houses, to employ better teachers, and to more willingly pay the school taxes. In the average work and qualification of teachers there is a decided improvement.

As to my own efforts during the last year, I have visited all the schools in the county, instructed them to the best of my ability, settled various disputes by the way, and held several teachers' institutes with good success. But I am every year more and more convinced of my own incompetency properly to discharge the duties of this highly responsible office.

To sum up, and close up, we are advancing gradually in our educational interests, though less rapidly than in wealth and population. From the few faint lines of light that denote the approaching dawn we take courage and press on; but with fears that great changes must be made in the officers who hold, or rather withhold, the means of our enlightenment, before the day breaks upon us with any very dazzling degree of brightness.

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### JO DAVIESS—G. W. PEPOON.

I have to report some favorable and encouraging signs in educational matters in this county—signs of coming good to the cause—more strongly marked at this time than ever before since "free schools" were established. I refer to the great and increasing demand for good first class teachers. School directors, from all parts of the county, from adjoining counties, as well as from the State, north, have repeatedly requested me to send them good teachers having first grade certificates. School districts, hitherto noted for their carelessness in regard to this matter of the very highest importance, are now manifesting commendable zeal in securing the services of qualified teachers, and are offering higher monthly wages than ever before. This state of affairs gives reason for renewed hope among all friends of education, and for which I am profoundly grateful, and heartily rejoice, that the seed sown during the last seven years, which at the time seemed to fall on hard and stony ground, begins to return a generous yield, with promise of more abundant fruitfulness in the not distant future. I feel certain that in this direction no step backward will be taken by the people of this county, but on the contrary,

the county superintendent will be sustained, his labors lightened by the cordial co-operation of teachers, school directors and the people generally in his endeavors to elevate the standard of qualifications required, in order to obtain teachers' certificates, and consequently replace the worthless drones with live workers, in fields where the few who stand still are lost sight of by those who move on and keep step with the progress of events in this age of marvelous change.

It is my impression, that the new school law, in requiring the natural sciences to be understood by the teachers of the State, has already done much good, and doubtless been a great stimulant to the increased interest manifested in the direction mentioned.

At first, some, and perhaps a majority of the people, thought the law a needless and even foolish innovation; but as the provisions of the law became better understood, a great change occurred, and now I seldom find a thinking man who does not indorse it as the best school law, in this respect, ever enacted.

I have done what I could to give directors and teachers a clear understanding of this section of the law by publishing the circulars sent out by the State Superintendent, and also by publishing in the press of the county, hints and suggestions written by myself.

The teachers of the county are doing well in regard to preparing themselves for work under the new law. Fifty have received certificates in accordance with its provisions, having already gained a knowledge of the elements of the sciences designated therein. Those teaching under old certificates, have, almost without exception, expressed their determination to qualify themselves for teachers in these sciences.

I have constantly advised with the teachers of the county in regard to the books needed, the way to study them, and rendered such other assistance as in my power. The German and English Normal School, in Galena, held an extra session during the summer vacation for the express purpose of giving the teachers of the county an opportunity to learn the elements of the natural sciences. This session was well attended, and a decided interest created among the teachers who were fortunate enough to be able to avail themselves of the wisdom and experience of Prof. Weruli and his able corps of assistants.

The natural sciences are now taught in most of the grammar and high schools of the county, and we may reasonably hope that by another season we shall be better supplied with teachers than at present. This lack of good teachers is the only real discouraging thing we have to face now. Should our present hopes be realized, in this direction, we can look forward to the future without fear or misgivings in educational matters, and calmly await the verdict which impartial history will record.

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### KANE—GEO. B. CHARLES.

The results of the common school system in Kane county awaken both pride and regret. Among the exceptional and regretted are the following: The people do not always give teachers the benefit of their moral support—do not realize their obligation to strengthen the influence and government of their children's friend—the faithful teacher. Schools are still taught in ancient and unsuitable buildings. Visitation is often neglected and schools remembered only in taxes and with criticism, though complaint and cost are usually in inverse ratio. Little districts are expensive mistakes and necessitate inferior teachers. A feeling of poverty pervades some districts and cripples the schools. Suggested improvements are long delayed. Transient school keepers and a medley of text books account for many ills, but indifference to culture, united with a sensitive purse, stands most in the way of educational progress.

We rejoice that a free school is reasonably accessible to every home in the county. The schoolable children number fourteen thousand two hundred and forty-nine, while only twenty-eight are found unable to read and write. There are twenty-one graded schools, some of which are recognized models of their kind. Six, at least, are justly ranked as high schools, the best of which present a course of study more than equivalent to college preparation. These are in towns situated on Fox river, and are largely patronized by country pupils who have outgrown their district schools. The assistant teachers are selected mainly from their own graduates. The sustained character of the schools attests the wisdom of that plan. A few summer teachers are supplied directly from the best country schools, but nearly the entire quota of teachers for the county is furnished by these graded schools, together with the aid of a prosperous academy at Elgin, and a successful seminary at Aurora. Many are well cultured and give eminent satisfaction. During the last three years, the qualifications of teachers have been elevated about thirty per cent., while the average salary paid has increased scarce ten per cent. Fair remuneration is given in a majority of schools, but, from the range of salaries paid, the variety of teaching may be inferred. Gentlemen get from sixteen to two hundred and twenty dollars per month, and ladies receive from ten to seventy-five dollars for same number of days' service. This discrimination is sometimes just, but, in many instances, local circumstances and not professional merit determine amount of salary. An encouraging item is the increased permanency of teachers. While the total number of schools to need teachers has been slightly increased, yet the actual number of teachers employed per year in the county has steadily diminished during my administration. Districts are adopting the policy of engaging teachers by the year, or during mutual satisfaction. Thus the dreaded change of teachers between winter and summer terms is avoided, and as a result, the schools have been better taught and with less expense. Less than six-sevenths of the former number of teachers are now employed, which is regarded as a healthy indication, since the best schools invariably retain teachers the longest, and poor schools are both cause and effect of frequent changes. Wisdom and economy call for the continued service of competent workmen.

We have one hundred and forty-six districts supporting one hundred and fifty-seven schools, an average each of one hundred and fifty-three days. One hundred and thirty thousand dollars have been expended during the past year for current expenses and permanent improvements of public schools. The total value of school property in the county exceeds three hundred and seventy-five thousand dollars. Several neat, commodious country school houses have been built since my last report, costing each from eight hundred to two thousand dollars. Districts are inclined to liberality in the erection of their school houses, but their patient long-suffering, before deciding to build, is often a wonder even to themselves. The largest three districts in Dundee have been consolidated and a beautiful brick school house is being built, to cost, when complete, more than twenty thousand dollars. It is pleasantly located, the grounds being elevated and ample. It is heated by patent tubular furnaces and ventilated by a modified Ruttan method, and will accommodate five hundred pupils, and is to be furnished with all the material essentials of a first-class graded school, the first ever established in the township.

Some small village schools have adopted a course of study and are seeking the benefits of a graded system. Heretofore the different rooms were merely an aggregate of country schools with independent teachers; now a Principal is employed, a system of examinations and plan of promotions are enforced. The interest of pupil and patron has been thereby enhanced, the attendance improved, and the general efficiency promoted.

Public sentiment, in some portions of the county, is favorably inclined toward the township district system. Several country townships are discussing the advantages of a township high school. That feature of the school law, making such a school possible, meets general approval. There is a felt want for higher schools and this provision, if unrepealed, will soon be practically tested. The introduction of the elements of natural science into the common school curriculum, is raising the quality of teaching and is regarded as a proper yet costly improvement. The cheapest teachers have retired, thereby

producing a wholesome scarcity with a consequent increase of salaries. Some teachers have arranged to devote one year to preparation in the sciences, before teaching under the new law; thus the present supply is diminished. Spirited teachers dislike to receive a local license—the meager provisional certificate. Scores of our teachers were well qualified in the sciences. The graduates of our graded schools, academy and seminary welcome the added branches as old favorites. The city and village teachers promptly meet the requirements. A minority feel the change as a burden, or temporary disability. On the first of July every school officer and teacher in the county were informed, by circular, of the new qualifications required of teachers. Lists of suitable text-books in science were presented. They were reminded of the State Institute at Normal, and also advised to form local teachers' meetings for perfecting knowledge of the sciences. Such have been continued to the present time. An outline of "What County Superintendents expect in the Sciences," has been presented to several gatherings of that character. They thus have a definite work to accomplish and are studying faithfully. The fall term of our best schools, both public and private, formed large normal or ungraded classes devoted to the sciences. A county institute was held in autumn, attended by one hundred teachers, and gave especial prominence to methods of teaching natural science. All teachers whose certificates indicated an "average scholarship" of not less than seventy-five per cent. were offered full certificates upon examination in the added branches, without re-examination in the common English. This rapidly promoted many of the better teachers, who, with those bearing unexpired certificates, have provided the schools with acceptable teachers, though provisional certificates, for short winter terms, have recently been issued to several experienced teachers who expect to be fully prepared for the spring examinations. We hope to dispense with provisional certificates in this county by one year from date.

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### KNOX—F. CHRISTIANER.

It affords me pleasure to report at this time that the past two years have been of marked progress and greatly increased prosperity. Many of the drawbacks mentioned in previous reports have been greatly diminished. To strike at the root of existing evils, it occurred to me that a better class of teachers must be supplied to take the place of the incompetent; hence, special efforts have been put forth to raise the standard of teachers—with what success is abundantly apparent. It is currently reported that we have a better class of teachers in the field than ever before. There is decidedly a more liberal policy pursued toward the teachers. Directors have been most thoroughly aroused on this subject, and are on the look out for good and competent teachers, willing to reward them according to their work—they are determined that the means of a good education shall be placed within the reach of every child.

Many improvements have been made in the appearance, convenience and comfort of school houses. In many instances school houses have been remodeled, neatly painted and made otherwise attractive by the planting of shade trees and laying of suitable walks. In some instances superfluous windows have been shut up for the purpose of making room for more blackboard convenience. Since my last report six new school houses have been erected; good substantial buildings, two of which are brick; the one at Oneida is indeed a beautiful edifice, consisting of six commodious recitation rooms and chapel large enough to accommodate all the pupils for various public exercises. (The dimensions of the various departments I do not now remember: but they are ample, convenient and comfortable, seated in the latest improved manner. This building, with its appurtenances, reflects credit on the liberal-minded people of Oneida.) The other brick school house is situated in district No. 2, Cedar

Township; size 24x36 feet, at a cost of \$1,500, with neat and convenient out houses and substantial fence. This house is built with all the modern improvements, convenient wardrobes and dinner closets; the wood work well painted and grained; the outside is substantially painted (brick color) and neatly pencilled, presenting a bright and cheerful appearance. The contract for the completion of said building was assumed by a mechanic residing in the district, whose philanthropy and magnanimity caused him to do masterly work at reduced figures. The house is estimated as being well worth \$2,000. During the past two years the sum of \$3,627 15 has been expended for new school furniture; quite a number of schools have been dispossessed of old miserable torture boxes and supplied with new and comfortable seats. The sum of \$1,251 42 has been expended for suitable school apparatus, such as maps, charts, globes, tellurians, etc., which item is a marked indication of progress. We number nine graded schools in this county, to which I design briefly to advert.

*Galesburg City School*, ranks first and foremost in magnitude, and embraces an extensive educational field of itself. Number of pupils enrolled during the past year, 2,219; aggregate salary paid teachers, \$15,041 40; these two items of statistics will in some degree indicate its extent. As frequent reference has been made to the condition and progress of this school through our county papers, I will only advert to one item as an educational record of which the people of Galesburg ought to feel proud. I refer to the study of vocal music, as a regular branch of education. This is an event long predicted. It is true that singing in school has long since been regarded as a pleasant recreation to relieve the monotony of the daily routine of exercises, but as a regular systematic study of the elementary principles, it has not received that attention and encouragement which the importance of the subject demands. Galesburg, however, fully up with the times and first and foremost in educational enterprises, wisely solved the problem that the study and practice of vocal music as an educational auxiliary is of much practical value. My expectations (of the success in this particular branch) have been more than realized.

*Knoxville City School*.—Number of pupils enrolled during the past year, 351; aggregate salary paid teachers, \$3,100. Prof. J. W. Bird has been principal for a number of years, and through his efficient labors the school made commendable progress. This school embraces seven departments—four ward school buildings, which are in a comfortable condition, three departments and one recitation room in (what is innocently called) the high school building.

*Altona Graded School*.—Number of pupils enrolled during the past year, 250; aggregate salary paid teachers, \$2,300.

*Onida Graded School*.—Number of pupils enrolled during the past year, 276; aggregate salary paid teachers, \$1,840. This school re-opened and entered upon the second year, September, 1870, in the new commodious building.

*Yates City Graded School*.—Number of pupils enrolled, 228; aggregate salary paid teachers, \$1,735. The people of Yates City have been most thoroughly aroused on the subject of education, which is fully demonstrated by the erection and completion of a large and commodious school building, fitted up and furnished in good style.

*North Abingdon Graded School*.—Number of pupils enrolled during the past year, 257; aggregate salary paid teachers, \$2,376.

*South Abingdon Graded School*.—Number of pupils enrolled, 230; aggregate salary paid teachers, \$1,800.

*Walaga Graded School*.—Number of pupils enrolled, 250; aggregate salary paid teachers, \$1,400.

*Maquon Graded School*.—Number of pupils enrolled, 135; aggregate salary paid teacher, \$1,100. Of the district schools there are many that deserve special mention, but time and space will not permit; suffice it to say, that our schools are in a healthy growing condition. A decided improvement has been made in manners and methods of teaching, especially in such branches as mental arithmetic, reading,

writing, orthography and phonic analysis, the study of which in former years had been sadly neglected. Teachers who, by their zeal and commendable devotion to the work of educating on a more modern and comprehensive plan than heretofore, are deserving of much commendation, and to such of the fraternity engaged in the public schools of the county as are deserving the appellation, "faithful teachers," the present encouraging condition of our schools is largely due. In this connection I take pleasure in mentioning the growing interest manifested in our

*County Teachers' Institutes.*—Teachers who seldom, if ever, attended these meetings, begin to realize and appreciate that, in order to take rank with the successful teachers in the county, they must attend and participate in its general work. Not only are teachers aroused and inspired with new zeal, but directors and parents have witnessed the beneficial influences. Teachers have returned from these meetings and re-entered their school rooms with new ideas as to manners and methods of teaching, and a happy change in the affairs of the school room is made apparent.

Since my last report, four institutes have been held in the county—two at Galesburg, one at Abingdon and one at Knoxville. The one recently held at Galesburg was like the former in point of attendance, interest and enthusiasm, a decided success. Much good was accomplished in qualifying teachers in the new branches, in giving them nobler views of the profession, and in creating general interest in the cause.

While it is true that our schools are in a healthy and growing condition, many drawbacks and hindrances are yet in the way; one of which is the disposition to a frequent change of teachers arising from a singular notion of some people that they must have a male teacher for their winter schools, and a female teacher for their summer schools. Is it to be supposed that all the women are crazy in the winter, and all the men lunatics in the summer? The facts do not warrant such a supposition. On the contrary, it has been found that men can and do teach just as well in the summer as women, and some women can and do teach just as good schools in the winter as the men do. Then why such difference? The evil effect of such a course is apparent. The male teachers are thrown out of employment in the summer; female teachers must be content with anything their hands find to do during the long winter months. They cannot maintain themselves in this way—they are forced to seek other employment—our best teachers leave the profession. Hence, when winter comes there is a scarcity of good male teachers, and when summer comes there is a scarcity of good female teachers.

In this emergency, stragglers are picked up—farmers and farmers' boys are induced to try the realities of the school room—the lame and the halt from other professions come swarming in for a share of the spoils of the district treasury. Under such circumstances prosperity in the cause of education is impossible.

*Public Sentiment.*—The prevailing public sentiment of the county, in regard to the present school system, is decidedly favorable to its principles, and to the vital necessity of popular education in a country like our own. It is, I think, improving, because of the rapid improvement of the pupils under better qualified teachers; particularly under those who have adopted and carry out energetically, the improved methods of teaching.

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## LAWRENCE—O. V. SMITH.

Since my last report I have noticed a gradual improvement in the cause of education in this county, though there is much room for improvement yet. So far as buildings are concerned, we are still replacing the old inconvenient houses with comfortable new ones, but lack the proper furniture, maps, charts and other school apparatus. It is hard to induce school directors to fully appreciate these edu-

cational facilities. There are, however, a few districts in the county supplied with maps, and some of the school houses are seated with the improved cast-iron desks. Since my last report was made, we have had three sessions of a teachers' institute; the first two were well attended and highly interesting, but the last session which was held during the last week of November, 1872, was not well attended, for the reason that most of the teachers were engaged in teaching, and as the late law does not provide that their time shall go on, while in attendance at the institute, they do not feel like losing the time and expending money for board during the session. I think, however, that in the future they will view the matter from a different stand-point, and justly conclude that a week spent in a teachers' institute will not be time and money lost, but that it is a source of information sufficient to fully recompense them for the time and money expended. The additional branches required to be taught has the effect to throw many good teachers back to the provisional certificate. These certificates are greatly in excess of the other grades, though many teachers have been preparing themselves for teaching the new branches, and some have classes in their schools this winter. I think in the course of time that many will have so far qualified themselves as to be able to teach the elements of those sciences with good results. The wages are better since the new law came in force, as some teachers have abandoned the calling, and teachers are scarcer than heretofore. Good teachers command \$50 per month.

The admittance of colored children into our schools, in this county, is an experiment now being tried. So far, the result has proved disastrous. In two districts the teachers have abandoned their schools. Much dissatisfaction prevails in a number of other districts. Unfortunately for us and the colored children here, there is not enough colored children in any one district in the county to make a separate school, and when a colored child enters the school room, a dozen or more white children will immediately depart, having been educated to the fact that separate education of the races is better for all concerned. We have in Lawrence county about 150 school-going colored children, scattered as above stated, so that it is impossible to give them separate schools, and at the same time confine them to the districts in which they live. If the legislature would amend the law so as to provide that colored schools should be established where enough children could attend the school without traveling more than 2½ miles, irrespective of present district lines, our case would be greatly ameliorated. As the matter now stands, I fear that in a few districts we will have trouble for a long time. The colored people are jealous of the whites, and some white men with evil intent take occasion to fire their jealousy when an opportunity offers, hence no compromise can be made, and the ultimatum is that white children are taken from the schools, teachers refuse to teach the colored, and the schools are stopped. This state of affairs only applies to a few districts. The other schools in which colored children are not included, are doing well. Our teachers are beginning to adopt modern plans of teaching, and to rely more upon their own knowledge. Most of the houses are furnished with blackboards, and teachers are learning the best methods of using them. Immigration is fast filling up our remote districts, and where a few years since a school could scarcely be sustained, we have good houses, and enough children to make a good school.

We have in the county four graded schools, and two more in progress of organization. There have been no steps taken to organize township schools yet, as provided by the new law, though the matter is being talked of among those who are particularly interested in such schools. We hope during the next four years to have several township school houses built in this county.

## LIVINGSTON—H. H. HILL.

I have carefully studied the new school law, and observed its practical workings, as far as it has been applied in this county; and I must say that, with few exceptions, I am pleased with it. A good many object to the section, requiring additional qualifications of teachers, fearing that it will make such a scarcity, as to make it impossible to provide all of the schools with teachers; but my observations convince me that such fears are groundless. The teachers in this county have, with a unanimity and zeal not expected, taken hold of the new work, and prepared themselves for the new requirements. A consequence is, that nearly all of the schools are supplied with teachers, and only in a very few cases have I had to grant the provisional certificate. At the first few examinations that I held, after the law came into force, I rejected an unusually large number of applicants; but at the last examinations, the proportion of rejections was not materially greater than before the law went into effect. I suppose county superintendents generally disapprove of the section limiting the superintendent's time to that authorized by county boards; and if they express their opinions, will, as generally, be accused of prejudice, consequent upon the curtailing of their salaries. In my own case, I can, with propriety, disclaim any such prejudice; and I must say that I think a great mistake has been made. A much greater mistake has been made, and the schemes of those opposed to the public school system have been more surely advanced than if the office of county superintendent had been abolished. Had the office been abolished altogether, a reaction would have set in, which, in a few years, would have resulted in the re-establishment of the office. As it is, the superintendency will fall into the hands of those whose influence and ability will be only such as to render the office inefficient, and therefore disreputable, so that when the office is abolished (which will be soon), it will not soon be re-established. I hope the legislature, at the coming session, will have the good sense to repeal so much of the act as limits the number of days of the county superintendent's school work and curtails his salary.

## LOGAN—L. T. REGAN.

During the past two years I have visited every school under my supervision one or more times each year. My visits have averaged fully one-half of a day in length. My plan has been to visit all of the schools during the fall and winter, and to make a second visit during the spring to the districts having school at that time, being usually about two-thirds of the whole number. I do not include in the above the schools of Lincoln. These are organized and controlled in accordance with a special legislative act. Though I have not visited them officially, it is proper to say that never before have they been in so good a condition. The teaching, in nearly all of the departments, including the primary and high school grades, by its thoroughness, and especially its adaptation to the needs of every pupil, places before the teachers of the county a standard which is helpful to them.

A county institute of one week was held in October, 1871. Nearly eighty per cent. of all who were actually engaged in teaching were present. One hundred and twelve members were enrolled:

For the purpose of instructing teachers in the additional branches required by law, a school was organized the middle of last July, and held four weeks. Sixty-five teachers attended. In zoology, natural philosophy, and botany, text books were used, supplemented by oral work; but in physiology the instruction was entirely oral. Definite lessons were assigned. Students were held strictly responsible for these, and required to recite daily. More faithful, persevering study is rarely seen. A greater number of topics, in each subject, was mastered than the instructors at first dared to expect, so that



nearly all who remained through the entire session passed a really good examination in the elements of the natural sciences.

Our teachers are gradually improving in their methods and skill as instructors. More is required of pupils; less telling and more teaching is done; pupils are required to study and think for themselves. The discipline in the schools is also better. I know there is a temptation to report progress whether there has been any or not, but I state only what I believe, from careful observation, to be true. Several things have helped to secure the results named. Examinations, made as thorough as circumstances permit, cause many young persons to make special preparation for the work of teaching before becoming candidates for certificates. The re-examination every year of nearly all who hold second grade certificates, and the granting of first grade certificates to those only who are known to be successful teachers, stimulate to greater efforts. County and township institutes, and the visitation of schools, have added to the enthusiasm of teachers, corrected errors, and secured the adoption of better ways of teaching. Directors have become more careful in the selection of teachers, and are willing to pay liberally for good work. This encourages our teachers to make teaching a business. Many of them will give their best thoughts and energies, for a few years at least, to the work of the school room. There is still, however, too great a lack of permanency in the teacher's profession. The average teaching is far below what it ought to be. Too many teachers are content to go through the routine of daily exercises simply, allowing their pupils to do everything in a mechanical way, and doing nothing to develop the powers of the mind. Some teachers, who give entire satisfaction to the patrons of their schools, accomplish very little, so far as the true purposes of education are concerned. I fear that, in our satisfaction with the real and apparent results of our schools, we overlook serious defects, or, if recognizing them, exercise so much charity that we feel that these things are to be expected, and are not very bad after all.

With a population of less than 25,000, Logan county has paid since July 31, 1870, including \$35,435 34 for new school houses, a total of \$196,205 53 for school purposes. The average length of the schools last year was one hundred and sixty-two days. Our people believe in the public schools—with few exceptions pay the taxes cheerfully, and approve what is done. Indeed, it can be more truly said now than ever before, perhaps, that our citizens have an unyielding friendship for the free schools, and yet there is a great hindrance to progress in the fact that they feel too little personal responsibility. This is shown in the irregular attendance of children; the neglect of directors and parents to visit the schools; the failure to give attention and thought to the various ways of teaching, and the consequent criticism of the teacher's best methods. I have endeavored, by public evening lectures, and the holding of township institutes, to educate public opinion, and secure an active, intelligent co-operation between parents and teachers. Several of the teachers' meetings were held in school houses in the country, beginning on Thursday evening, and continuing through Friday and Saturday, and were well attended both during the day and evening sessions, by patrons of the schools. While a real benefit to teachers, they afforded the best possible opportunity for reaching the people and awakening an interest among them. I believe that a great deal more of such work can be done in this county with profit.

The introduction of the elements of the natural sciences into the public schools is considered by many an experiment, and received without much comment. There is a tendency, especially on the part of those preparing to be teachers, to neglect the common branches. This must be overcome by maintaining a high standard of examinations. Some of our teachers will, I am sure, teach the new subjects by oral lessons, making them helpful and in no way a hindrance.

Many of the provisions of the new school law are satisfactory. Of the changes needed, allow me to speak of three:

*First*—The distribution of State, county and township funds should be made to districts as under the old law—one-half being upon the certified attendance. If the influence of this provision, in securing a better attendance in the scholars, has not been great, still it is too important to be lost.

*Second*—The educational and other qualifications of county superintendents should be prescribed by law. No one should be made the legal examiner of candidates for certificates, who is not able himself to pass a creditable examination. Efficient supervision of schools must not be expected of one who is not a successful teacher. In a word, a person who most certainly will fail, should not, on account of political influence and intrigue, be allowed to hold this position. I have great confidence in an intelligent public. But the will of the people is not always expressed in the selection of candidates for office. Conventions are too often controlled by politicians who care only for the spoils. No one wishes the privilege to vote for an incompetent man. Besides, our present constitution makes it the duty of the Legislature to do what is here recommended.

*Third*—The law should fix a definite and sufficient salary for county superintendents. Without a better provision than that contained in the present law, good supervision will not be secured in many counties of the State. Such service demands and is entitled to a fair remuneration.

I am aware that these suggestions have been urged before. They are essential to the success of our schools, and should still be insisted upon.

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### MACON—OSCAR F. MCKIM.

Judging from the character of the school houses recently built, from the kind of furniture put in these as well as in many of the old ones, and from the increased care with which teachers are employed, together with a growing tendency to follow the letter and spirit of the law, I have abundant reasons for feeling assured that we are making substantial educational progress in Macon county.

The eleven school houses built during the year past, are, without exception, improvements on any previously erected in the country districts of the county. The furniture of ancient styles, so inviting to the inevitable jack-knife, is beginning in real earnest to disappear, and in its stead is found that which gives real cheer and comfort. However, in far too few of the school rooms are to be found the much needed clock, the useful primary chart, the indispensable dictionary, the necessary daily register and the invaluable wall map. But even in this particular we are not without visible progress.

As a class, our teachers are earnest and self-sacrificing. They are endeavoring, by persistent efforts, to keep pace with the times. They endeavor to lift themselves out of the ruts, and to perform their work in a skillful manner. Of course there are exceptions—those who have no need of the ordinary helps. These endeavor, mostly, to live without the light afforded by an educational journal. If one is taken, it is scarcely read, and if read at all, "no time is found" for practicing any of the valuable precepts found therein.

During the year examinations, in addition to those held at the superintendent's office, have been conducted at Maroa, Macon, Blue Mound, Mt. Zion, Niantic and Oakley. Many of the people—not teachers—have attended these examinations to witness the work done, and to discover for themselves the kind of ordeal through which the teachers are required to pass. The topics used at all the examinations have invariably been few and simple, and the leading requirement of applicants has been careful and correct work. Also, from time to time complete sets of the topics used at some of the examinations have been published in the county papers. Some of the seeds thus scattered seem to have fallen in fertile places.

During the continuance of the winter schools, local institutes continuing two and three days each, were held in different parts of the county. These were largely attended by the people of the vicinity in which they were held. The work was most satisfactory. It consisted of short drills, talks and discussions.

A class was organized in August, 1871, and instructed for four weeks, by the superintendent mostly, in the branches required to be taught, and in school economy. Sixty-eight persons enrolled themselves as members, nearly all of whom taught during the succeeding school year. Another class, with an entire enrollment of ninety-eight members, was organized and instructed for two weeks, in August 1872. Superintendent Gastman and Miss M. M. Sargent assisted, and the work was mostly confined to the elements of the natural sciences, and physiology and laws of health. Also at Maroa, during the month of July, Mr. Edwin Philbrook instructed, for a term of two weeks, a class of about twenty, in the sciences, the results of which were highly satisfactory.

A large majority of our teachers have accepted the situation most cheerfully, and have taken hold of the new branches in real earnest. At first there was a seeming opposition, on the part of some of the people, to these additional branches. I find, however, that it requires but little effort to establish the fact that the spelling book and arithmetic are not thus to be actually crowded out, but that in a common sense sort of way the children are to be introduced to their natural and every day surroundings, and taught to provide protection for their own bodies. As soon as this fact is established, instead of opposition there is a real demand for instruction in the new branches.

System is needed. The want of it is unquestionably, at present, our greatest drawback. The important character of the work, the shortness of the time allotted to attendance at school, together with the fact that we are expending, annually, vast sums of money in the educational enterprise, absolutely demand the best possible plans for operating that can be devised. There seems no substantial reason why the methods of organization and classification so successfully employed in the cities cannot be profitably transplanted, in modified forms, to the rural districts. The wise and ample provisions of the law sufficiently confer all the powers necessary. The idea would seem at once to commend itself to every intelligent, thoughtful mind; so that, really, nought remains to bring about this "consummation so devoutly to be wished" but a little careful thinking supplemented with wholesome and judicious agitation.

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### MACOUPIN—F. H. CHAPMAN.

The condition of schools in my county is improving year by year. The interest taken in them by the people generally is encouraging and healthy. The directors, too, seem to be more on the alert, and are becoming more familiar with their duties, and more willing to perform them. Hence I may truthfully say that the general condition of the schools has in the last two years visibly improved. However in some districts they are far from what they ought to be. But as a rule the districts where schools are in a badly demoralized condition are beset by some geographical trouble, or some want of sufficient population, which nothing but time can remove. The teachers are manfully struggling to bring themselves up to the enlarged standard required by the law of 1872, and, as is to be expected when proper effort is made, are, in that regard, meeting my most sanguine expectations. Some, for want of a proper understanding of the law, have abandoned the profession. But all of this class whom it is desirable to retain will return again when they shall fully understand the new duties required of them, and the importance of those duties.

In pursuance of a suggestion made by myself in a circular to teachers, issued about one year ago, local teachers' institutes have been organized in several neighborhoods of the county, and are a source of much interest and great good to teachers, and through them to the children. These institutes are composed of from five to ten or twelve teachers, who meet weekly, or fortnightly, for mutual interchange of ideas and discussions of the several branches to be taught, methods of teaching, and school

government generally. I regret that they are not more numerous, but all things considered, am pleased with the beneficial results attained. That which affects our schools most deleteriously is the failure of the directors to prescribe text-books and rules for proper school government. These are duties which they seem loth to assume, and what means can be employed to induce them to do so I confess myself unable to determine. I cannot well reach them by a circular upon the subject without a greater drain upon the school fund than I feel at liberty to make. However, if I find that these duties have not been generally assumed, I think I shall take the liberty to prepare and forward to each board in my county such a circular as I feel the importance of the subject demands.

The graded schools in the county are in a satisfactory condition. Some of them are all I could wish them to be, while others, though not so perfect as could be desired, are in a commendable state of advancement and organization.

In the matter of more comfortable school houses, furniture and appliances, a manifest advance has been made since my last report. A number of new houses have been built, all of an improved style; others repaired and made more commodious, and new furniture introduced into them, as also into many old houses. If the present rate of advance is maintained, but a few years will elapse until all the children in the county will be accommodated with reasonably comfortable school facilities, including a better qualified and more efficient corps of teachers, although in this latter we have no very serious cause of complaint.

**NEW SCHOOL LAW.**—Section 44, new school law, provides that the several boards of directors shall ascertain and certify to the county clerk the amount of school tax they need in their respective districts. This amount is to be stated thus : — dollars for school purposes, and — dollars for building purposes. The county clerk from this "lump sum" must ascertain the *rate per cent.* of levy, and extend the tax on the collector's book accordingly. The additional labor thus required of the clerk will cost, on an average, one hundred dollars to the county, or ten thousand and two hundred dollars in the State. Another serious objection to this "lump sum" method of levy is, that in cases where districts lie partly in two or more counties, the directors, before making their levy, must get the *exact* valuation of the property lying in the respective counties, and so divide the whole amount of money they need as that the sum certified to the respective clerks shall produce the precise per cent. of levy in the several parts of their districts. For should the per cent. of levy not be *uniform* throughout the district, an injunction restraining the collectors would at the instance of any taxpayer, lie, and the district be deprived of its tax fund for that year.

Section 4, it will be remembered, requires that the tax shall be uniform throughout the district, and therefore an inequality of the levy in any district is cause for injunction. For these reasons a return to the old rule of requiring the directors to state the rate per cent. of levy is highly desirable.

I observe that the words "Range No. —" are omitted in section 48, third line from the beginning, and immediately before the word "county." This omission may, if not remedied, lead to trouble in bringing suits.

In my judgment the provision of the law requiring teachers to understand the elements of the natural sciences, physiology, and the laws of health, is eminently wise and salutary. They are entrusted with the care of from twenty to sixty children, for a large portion of each day, during that part of the year when the weather is most changeable, and when great care must be observed to prevent children from exposing themselves to cold and sudden changes of temperature. And how can a teacher exercise proper supervision over the health of children, unless he understands something of the laws of health? It is absurd to suppose it possible for him to do so. It seems to me that he who is wholly ignorant of the elements of the natural sciences knows comparatively nothing. At any rate his fund of knowledge is so extremely limited as to render him very inapt as a teacher. How meagre and barren must all his illustrations be can only be fully understood by him who, familiar with natural history, seeks to elucidate a proposition without resort to the elements of the natural

sciences. But enough of this. It is not probable that our legislators will take a backward step in education, so fatal to the interest of the children of the State, as would be a repeal of the law requiring that teachers should possess at least an elementary knowledge of physiology and hygiene and the natural sciences.

If an amendment to the present law could be effected pointing out the method by which directors of fractional districts may order all their moneys paid to the township treasurers of townships in which their school houses are situated, much trouble would thereby be spared them. Now that treasurers receive a fixed amount for their trouble, instead of a per cent, on the money handled, it would seem that this could be done with detriment to none, but advantage to all.

In my judgment the county superintendent should be paid a fixed salary for his services, proportioned to the amount of labor he has to perform—that he should be required to visit every school room in the county at least once each year, and should be subjected to a forfeiture of \$5 for each school not visited. This would insure prompt attention to all schools; and not jeopardize their intelligent supervision by subjecting it to the caprice of county boards. Their salary should be governed by the population of the counties respectively, and should in no case be less than four hundred dollars, nor more than eighteen hundred, in addition to the per cent. they are allowed on the moneys passing through their hands. As the law now stands the office will, in many counties, be found to be practically abolished, and the highest interest of the schools thereby fatally crippled.

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### MADISON—JOHN WEAVER.

The schools in this county never were in a more prosperous condition than at the present time. The attendance is much larger and more regular. Parents are taking more interest in the education of their children, and there is a growing feeling in the county in behalf of common school education. This fact is more clearly demonstrated, from the fact that in the past year the number of private schools have fallen off from 23 in 1871, to 15 in 1872, and the attendance is less in the same proportion, while the public schools have very much increased. We have in the county 135 schools, and when all of the various departments are in full operation we require a force of 197 teachers. At this writing every school and every department has a good and competent teacher, and is filled with industrious and obedient pupils. We have a corps of teachers that any county can well be proud of. They are well qualified, highminded and energetic, and each one of them will fully discharge the duties devolving on them as teachers.

We have in this county some as good and substantial school buildings as are to be found in the southern part of the State. The city of Alton has a very fine school edifice, in which is employed a principal with twelve assistants. Besides this building there are in the city three other school buildings, used as primary schools, which employ from one to three teachers.

Edwardsville has a fine brick school building, three stories high, located on beautiful grounds, employing a principal with six assistants.

Highland has two brick school buildings, two stories high, the grounds inclosed with a good chain fence, and well set with beautiful shade trees; one principal with seven assistants.

Collinsville is one of those towns that is full of educational energy. Two years ago this town lost a forty thousand dollar school building by fire. To-day they are teaching in a new and much finer building than the old one was, a brick, with twelve rooms. Six teachers are employed.

Troy, Venice, Bethalto and Buck Inn, each have good and substantial two story brick buildings, employing from two to four teachers at each place.

Alhambra, New Douglas, Fosterburg and Monticello, have good frame school buildings and fair accommodations. Upper Alton and Marine are a little behind the age in common school privileges. But I find a few live educational men at work at both places, and the light is beginning to shine, and before another year the old land-marks will disappear. We have a very large number of very good country school houses, with good accommodations for both teachers and pupils.

We have a well organized teachers' institute; we hold two sessions a year, one in the fall and one in the spring, both of which are attended by a majority of the teachers of the county. The good resulting from the institute is being felt by both the teachers and the schools in all parts of the county.

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### MARSHALL—T. J. SHOW.

The schools in our county are in a fair condition. Mr. Peck, my predecessor, did a good work in the county. In less than two years he had aroused a greater enthusiasm in the cause of education than Marshall county had before witnessed. When I was appointed, I found the schools in a fair condition. I spent the whole of my time during the year in the work, and think I can say, truthfully, that there is a marked improvement in the teachers of the county, both in the amount of knowledge they possess, and in their methods of instruction. Institute work constituted a considerable amount of the year's work. We held a four days' session of the annual institute in November, 1871, a two weeks' drill in August, 1872, and numerous township institutes or associations. During the November institute, Prof. J. W. Cook, of Normal, and Prof. H. L. Boltwood, of Princeton, assisted us. In August, Prof. Boltwood worked with us the entire two weeks, which time was devoted exclusively to drill work on the natural sciences and physiology. There were about eighty teachers present during the entire time. At the close of the drill forty-five applicants for certificates were examined, thirty of whom were successful. I am issuing provisional certificates, with the understanding, however, that if any teacher to whom a provisional is granted does not prepare himself during the year on the natural sciences and physiology, a second provisional will not be given. It seems a difficult matter to get enough teachers to teach our schools this year. There are enough teachers in the county to teach all the pupils, if the districts were in the right shape, but as a general rule they are too small. There are some whose registers show an average daily attendance of not more than ten for the whole year. If the county were redistricted with a view of "the greatest good to the greatest number," there would be not more than seventy, where there are now eighty-seven districts. We would then be able to engage first class teachers and none others. As it now is, a few districts are obliged, in order to "keep the five months' school," to economize (!) by hiring cheap teachers, an article for which I am pleased to say there is yearly less demand. Also the supply is becoming gradually less. By refusing to renew certificates, I have weeded out some who have not the courage to stand an examination, and by somewhat strict examinations many others who, although they had the courage, lacked the knowledge.

The board of supervisors in this county will, as soon as they have power, limit the work of the county superintendent to the utmost extent of that power. A majority of them are heavy tax payers, and some of them are opposed to the fundamental principles of the free school system; and they have shown, by a resolution passed at their last convention, that they mean to act in this matter as soon as they have power.

In several instances during the past two years, shabby old school houses have given way to new, commodious and comfortable ones. Ten or twelve more new houses in the county would make the whole number passably good.

## MASON—S. M. BADGER.

In regard to the new school law of this State, I would say it has worked very seriously against the schools of this county. It has killed our institutes by not allowing teachers the time to attend them. It has virtually abolished the office of county superintendent in placing it in the power of a board of supervisors, who are generally elected on supposed hobby of expenditures. In this county they claim the right to limit the time to seventy-five days for a year, and have fixed it at that. The provision made in the law granting certificates to parties who can not pass an examination in the natural sciences, is a most detestable provision. Boards of directors will petition county superintendents to grant certificates, and who is it that dares oppose the wishes of such a corporation as a board of school directors. I think the provision should be abolished as soon as possible. The old law was, taking it as a whole, much better than the new. I like the twenty-day system for a month, much better than I do our present system. I am pleased with the new branches; but not with the new law. I believe educational interests will lag under our present law. Most teachers are poor, and cannot, and will not, lose time and be at the expense of attending institutes. It is to be hoped that the Legislature will change the law in this respect, if in no other, as soon as they meet. The people of this county have done a great deal in the last few years in erecting and furnishing school houses, and it is to be hoped our next Assembly will do something in giving us a good and stable school law—one that does not make a county superintendent subservient to a board of supervisors, one that does not make boards of school directors—many of whom can not read—examiners of teachers for their school; one that is not too penurious to give a teacher one week to attend teachers' institutes; and then the educational interests of the State will flourish.

## McLEAN—JOHN HULL.

The results of the work done in the schools of McLean county during the past year are in the main satisfactory.

Of the changes wrought by the new school law, the following meet with general approval:

1. The division of the public funds to counties and townships on the basis of population.
  2. The change of election day for trustees and directors from Monday to Saturday.
  3. The provisions made for returns of elections within stated times, and for filing maps of changes in district lines, with penalties.
  4. The power given to directors to continue schools beyond the minimum of time required.
  5. The limitation of power to contract debts by cities and districts.
  6. The provision giving to all children of school age the right to an equal education in the public schools.
  7. The teacher's accountability for school property under his charge.
  8. The prohibition of grants to sectarian schools.
  9. The penalties placed on teachers and school officers for selling their influence in the purchase of books and furniture.
  10. A general law for the government of schools in the cities and towns not now under special acts.
- The changes made by the new law which are unfavorable in their effects on the schools are spoken of elsewhere, in my recommendations for changes in the school law.

At the present time, objections are made by many to the additional qualifications for teachers required by the new law. It is urged :

1. That teachers were not up to the standard required by the old law.
2. That the effect of the introduction of the new studies will be to lower the standard heretofore reached in the studies named in the old law ; and,
3. That the new studies are not needed in the common schools. Concerning these objections it seems but right to say that there is some truth in the first ; that the second will be true for a very limited time ; that the third is without weight, it being well known that the wider the teacher's range of information the better can he teach the common branches, even to the lowest.

In concluding this report attention is again called to the changes recommended for the successful and harmonious working of the school law. The enormous sums expended for the public schools of this State, and the vital interest which the people of the State have in their successful management, imperatively demand wise and liberal provision for their supervision.

The school law should be so changed as to include the following :

1. The state, county and township funds should be divided into districts on the basis of population and of attendance on school. The State should reward districts for continuing schools beyond the minimum of time required by law.
2. Teachers should have the right to close their schools to attend a county or local institute. The law should encourage teachers to attend institutes, and should allow nothing, as it now does, to hinder them from doing so.
3. The unit of time should be the week instead of the month. That the month has not been a satisfactory unit is shown by the number of enactments concerning it. It is clear also that the month will never prove satisfactory to all parties concerned. Concerning the week as a unit for the measurement of school time, there cannot be conflicting opinions.
4. The duties and emoluments of the county superintendent should be as plainly stated in the law as are the duties and emoluments of any county officer. It is just as clearly the duty of the State of Illinois to require thorough and efficient supervision of the schools of the State, as to provide the schools themselves. This the State, under the existing law, fails to do.

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### MENARD—WM. H. BERRY.

During the last two years I have zealously availed myself of every means and influence within my control, both official and personal, to advance the educational interests of this county ; and it is but justice to the many friends of the "common school system" among us, that I should here acknowledge the assistance and encouragement I have received from their many practical suggestions, and their generous co-operation in the prosecution of this important and arduous work. In the face of many rather unpropitious circumstances, we succeeded last winter in holding a regular "teachers' institute" at our county seat—the first one ever convened in Menard county. Although we did not secure any appropriation of money to defray the necessary expenses of an institute, yet the generous enthusiasm of the teachers proved equal to all emergencies ; and the practical results of our convention were quite satisfactory to all concerned, and fully up to my most sanguine expectations. Believing, as I do, that the intellectual and moral tone of every school depends very much upon the qualifications and character of the teacher, I have endeavored, so far as possible, to have the examinations thorough and complete, and at the same time to ascertain satisfactorily the moral and social standing of the applicant.



As to the new branches lately made obligatory in the examinations for certificates, I must say that I do not believe the people care much about them. The people quietly acquiesce in any change of the school law which serves to elevate the standard of scholarship among teachers, reasonably supposing that a properly qualified teacher should be well informed upon all subjects; yet in respect to the late additions, it is not expected that those branches will be generally taught in our common schools, and therefore they are not regarded as of much practical advantage to the cause of popular education. Some persons take an adverse view of this matter, and express apprehension lest the introduction into our schools of several new branches for study and recitation should seriously interfere with, if not entirely supersede, those essential fundamental studies which have so long been regarded as the basis of an English education. How much of such objection may originate in mere prejudice against all innovation, or how much may be the result of sagacious foresight, time and experimental test will eventually demonstrate. We have not as yet in this county established any special means of instruction, such as lectures, institute exercises or class training, to prepare and qualify teachers for examination in the natural sciences, as I consider it sufficient to have it well understood among teachers that a thorough examination in the elementary principles of those sciences will be required, and then leave each applicant to make the preparation at such time and in such way as may be most convenient for him. With perhaps one exception, every town and village of this county has a large and well arranged edifice for a graded school, and so far as I can judge from personal observation and general report, every graded school has a well qualified principal and an efficient corps of teachers, and I am well satisfied that the rural districts are steadily advancing in general scholarship, order, and all the characteristics of well-taught and well-governed schools.

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### MERCER—FRED. W. LIVINGSTON.

The tendency of public opinion in this county is from year to year becoming more favorable to free schools and the free school system. Our people, as a class, are intelligent and progressive, and seem disposed to leave nothing undone to secure the benefits and blessings of education to their children. This disposition is manifested in the increasing interest of school officers and patrons in the welfare of their schools; in the efforts made to provide neat, convenient and substantial school houses, and to furnish suitable apparatus and books, and such other appliances as are likely to increase the efficiency of the schools; also, in the demand for well qualified teachers, the question of wages being now, in many cases, a secondary consideration.

These, and many other circumstances, indicate a steady but unmistakable progress in the right direction. On the other hand, there are quite as many evidences that our "progress" is slow, and that we have not yet reached the plane of perfection. Among these evidences we may note the frequent changes of teachers in many districts, and the fact that in some of these places the cheapest teacher is still thought to be the one that can be hired for the fewest dollars and cents per month. Also, the irregularity and non-attendance of hundreds of children of proper school age, both in the town and county; and, perhaps worse than this, the painful fact that too many of our teachers are yet far in the background, with reference to a knowledge of the first principles of correct and successful teaching. But, on the whole, the outlook is good.

With respect to recent changes in the school law, public opinion sustains the repeal of the section allowing teachers pay for their time while attending institutes. There is also a large class favorable to the restrictions of the new law concerning the labors and compensation of county superintendents. The provision regarding the introduction of the elements of the natural sciences into common schools, when tested and better understood, will doubtless be acceptable. Only a few uninformed and narrow;

minded persons are disposed to regard it as "all nonsense," or a "scheme for raising teachers' wages," etc. The successful working of the law relating to the natural sciences will mainly depend, I think, upon the qualification, tact and judgment of our teachers.

An account of our efforts, during the past six months, to instruct teachers and qualify them for examination in the natural sciences, may here be appropriate. In the first place, it was resolved that, so far as this county was concerned, the requirement of the law should not become a dead letter. Two or three of our best teachers were employed as assistants. Classes were organized at half a dozen convenient points in the county, and arrangements made to meet each class twice a week. Those wishing to attend could thus study at home, and meet at the specified time for recitation and instruction. A tuition fee of three dollars was paid by each student to defray the expense of assistance, etc. The term continued six weeks with most satisfactory results to all concerned. Nearly a hundred teachers availed themselves of this cheap and convenient means of gaining the required knowledge. But very few of our teachers were frightened or disheartened at the requirement of the new law. They set to work with an earnestness of purpose and a professional pride that speaks volumes in their praise.

In consequence of these efforts and this preparation, most of our schools are this winter supplied with teachers as well qualified in these branches as could reasonably be expected. To illustrate the spirit of our teachers, I may mention that there were very few applications, indeed, for certificates or renewals during the month of May and June, before the new law took effect, and only about half a dozen applications have since been made for provisional certificates. On the other hand, to show the *animus* of some of our good citizens concerning these matters, I should state that, at the last meeting of the board of supervisors, the committee on claims refused to allow the superintendent pay for services actually rendered during the six weeks above referred to, claiming that the county ought not to pay for "schooling its teachers."

Our county institute is held once a year, usually during the holidays, though this year it was held the last week in August. The average attendance is about seventy-five. We had valuable assistance one year ago from Prof. Standish, of Galesburg, and an excellent lecture from Pres. Edwards, of Normal. Prof. I. C. Swafford, of Oneida, assisted us in our last institute.

During the past two years fewer applicants have been rejected, and a greater per cent. of first grade certificates issued, than during the preceding biennial term, and this without any lowering of the standard of qualification.

We have seven graded schools. Those at Keithsburg and Alledo have each six departments; the one at New Boston, four; Viola, three; and those at Swedona, New Windsor and Millersburg, two departments each. The principals of these schools are changed every year, with almost unfailing regularity. There are now good school buildings at all these places, a fine one having been built at Viola about a year ago. There are probably not more than a dozen school houses in the county at present that can be called really poor or "shabby." I am glad to chronicle the fact that the last hut or hovel styled a "school house" has disappeared from Mercer county.

In regard to the matter of school visitation, though much has been done, I feel bound to say that it has not been as thorough and frequent as those having faith in its utility could desire. And under the present law it will doubtless be less thorough and frequent hereafter.

Public examinations are held at the county seat on the first and third Saturdays of each month, and in the spring and fall at other convenient times and places. In conducting them, the oral and written methods are usually combined. I find myself almost obliged to give some private examinations, and during the past year have renewed quite a number of certificates, being satisfied of the applicant's fitness to teach. Have revoked one certificate. Most of our teachers make use of the Bible in their schools, by reading some portion every morning, and, so far as I know, none object to its use.

I have thus endeavored, as briefly and faithfully as possible, to indicate the actual state of educational affairs in Mercer county.

## MONTGOMERY—H. L. GREGORY.

Until it was known that new branches were added to the law in which applicants for certificates were to be examined, nothing of unusual interest had occurred. Our county institute met, was well attended, and did good work. It is certainly true that a growing interest in school matters was felt throughout the county. This, of course, depended partly on the increase of newspapers, periodicals and other reading matter. The more people read the more do they see the necessity of education, and the more willingly do they make efforts and sacrifices to procure it for their children. The labors of school officers and teachers had been successful in the main. The Litchfield district met with calamity in the loss of its house by fire, which had its bad results not only in Litchfield but also on the surrounding country. It was the leading public school of the county, but by the destruction of its building has become badly disorganized. A new, more substantial and more elegant building is in process of erection, but will not be ready for occupancy before next fall. In some other districts, old and in every way objectionable houses have been supplanted by new and vastly improved ones. I think the teaching too was generally of a higher grade than during previous years. Notwithstanding these hopeful symptoms the introduction of the new branches has greatly stirred up teachers and awakened much of latent life and energy. In order to help them to a preparation for the new order of things an institute of five weeks was held, beginning July 22d. A lesson in each of the new branches was given daily while the old branches alternated every other day. About 84 were in regular attendance, and of those examined at the close, 64 received certificates in the new branches as well as the old. They have gone out to their respective schools with fresh impulses; with new and enlarged views of their work, and with the determination to understand and do it as its importance demands. I have heard in various ways from those who were not in attendance, most of whom have procured books and are now, during their schools, pursuing the natural sciences with avidity. It can be truly said that teachers are doing more studying this year than ever before, a fact that augurs good to the schools. This has undoubtedly been brought about by the introduction of the natural sciences into the schools. However, this new impulse cannot be due altogether to the intrinsic merit of the subjects themselves. Almost any other four branches in the great circle of human investigation and thought, introduced under the same positive requirements, would have resulted similarly. I am not therefore prepared to give an opinion as to the wisdom of introducing the entire seven branches mentioned in the law. The experiment so far in this county has been attended with very best results. They will be lasting if the curriculum of studies is correct. It seems to me to require the most profound and widely-extended learning, as well as a most thorough acquaintance with the wants and capabilities of the human soul, to select from the various branches of knowledge that which will be of the highest utility, taking into consideration the limited time the young can engage in their study. Time is the great desideratum. When teachers learn to make time by a judicious use of it, which I think the new branches will greatly facilitate, a wider range of study will then be possible. We wait the experiment. But this must end soon, or, at least, be very inadequately tried, until the office of county superintendent be restored to its proper position. On this, more than anything else, depends the success of our whole school system.

## OGLE—E. L. WELLS.

No great changes in the general statistics of our county have been made since your last biennial report—our population, number of districts, of schools, of teachers, of months of school sustained, attendance at schools, etc., remain very nearly the same as at that time. Our changes have been rather in the greater efficiency of the work done in the schools.

The number of children that have been in attendance at the public schools is 8,074, while we have had but one private school with an attendance of 41 pupils.

You will find an increase of more than \$25,000 in special district taxes received from collectors. This very large increase is not owing to the increased cost of our schools, but partially to the fact that the reports are for fourteen months instead of a year, and mostly on account of the State Board of Equalization having raised the assessments so much that almost all of the districts had more money raised than they expected. A few districts issued orders to tax payers, and thus a certain per cent. of school tax was refunded. Some of the districts used their surplus to decrease their building debts, and many others having funds in their treasuries, have ordered a lighter tax than usual to be collected this winter. The fines distributed do not include any from the circuit court. Formerly that court gave the school fund a considerable amount each year, but of late the prosecuting attorney has taken all, and claims some hundreds of dollars more as his due.

Women receive the larger share of the money paid to teachers. They teach most of our schools in the summer, and about one-half of them in the winter. They receive per month about two-thirds of the wages given to men. Townships differ in their custom of employing teachers, especially for winter schools. One township had in the winter one man and seven women teachers, while in another there were employed two women and eight men.

At our institutes and drills, from two-thirds to three-fourths of the members are women. Fewer women than men ask to be excused from examination in the "new branches." There seems to be a scarcity of men teachers this winter, but there is a good supply of women, who have provided themselves with certificates under the present law. At our drill of four weeks, held in August, were 156 members, 135 of whom passed, at its close, the examinations in physiology and the laws of health, and the elements of the natural sciences. Others have since passed the examinations, so that about seven-tenths of our teachers this winter hold full certificates under the present law, about one-fifth are teaching under certificates obtained last spring, and about one-tenth have been excused from the examinations in the new branches for the present term, having commenced the studies and promised to pass examination in them next spring. The drill of four weeks mentioned above cost the county the per diem of the superintendent and about thirty dollars (\$30) for incidentals.

There is a diversity of opinion in relation to the introduction of physiology and the laws of health, and the elements of the natural sciences into the common schools. All very generally agree that it is wise to introduce physiology and the laws of health. Citizens who have studied the natural sciences are very unanimous in favor of their introduction, with this proviso on the part of some, with whom I am included, that it would have been better to introduce one of the branches at each biennial session of the legislature. In this county the teachers generally have shown themselves equal to the task, and the fears of favorable persons as to the results will probably be soon removed. Our teachers have been cautioned and instructed concerning the teaching of these branches in their schools, and it is hoped that those who have made honest objections will soon see that there is good in this act of the legislature. One thing is certain, that the life and interest given to the teachers in the study of these new branches, will incite them to much greater usefulness in teaching the other branches, which have been so long in the schools.

For the past two years the amounts paid for school apparatus have been much larger than usual. This would seem to speak well for our schools, but unfortunately a considerable part of the money has

been paid for sets of stereoscopes, views and books—of geography and history combined—to go with them. Some districts that do not provide for blackboards, globes, maps and dictionaries, have each paid over fifty dollars (\$50) for a set of these worse than worthless things to most of the schools that have them. The views are of interest for a day or two, and then are put aside. The books are used as readers by young pupils that have to be told many of the words, and much the less do they understand their meaning. If the books were not used, the loss would not be so great, but having bought the pill it is claimed that it must be swallowed. This is a free country, and a man is generally privileged to spend his money as he pleases, but it would seem strange for one to pay ten dollars for a pair of brass ear-rings, and apologize for going barefooted because he cannot afford to buy a pair of boots.

Several very fine school houses have been erected in country districts, and several others of late have been supplied with new furniture. Our school houses, furniture, surroundings, etc., will average very much better than two years ago.

It is gratifying to be obliged to report but six in the county between the ages of six and twenty-one that are unable to read and write. Neglect of parents is the cause given for each one of them. Some contend that such a good showing is a strong argument against compulsory education, yet I cannot see why such a law would not have friends the sooner and firmer where education is the more general, that not even six children in a county should be allowed, from neglect of parents, to grow up in ignorance in the midst of free education.

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### PLATT—C. A. TATMAN.

The condition of the schools in this county is gradually improving. I believe the people are taking a greater interest in the schools now than they did a year or two ago. They have erected during the year several school houses, three of which are brick; all are neatly and tastefully finished and furnished. We have four graded schools; all are doing excellent work and giving general satisfaction by the manner in which the principals perform their duties. We have a number of excellent teachers, who are striving successfully in the great cause of education, yet we do not have enough. The demand for first class teachers—live teachers—is on the increase. We would like to have more Normalites. I have visited all the schools of this county once and part of them twice. I think the visiting of schools has a good effect, if conducted in a proper manner. It assists the young and inexperienced teacher in imparting instruction and managing his school. I also find that a few words of encouragement to the scholars do a vast amount of good. It encourages them to renewed energy and perseverance. The teachers too, when they know that their work is to be inspected once or twice during the term, make some effort to have their schools advance. Our schools would be better if our directors would take more interest in them. Some seem to think if they engage the teacher, examine his schedule and give an order on the treasurer, it is all they can do. Thus the teacher and scholars are left to manage matters and things as they see fit. It is not at all strange that some of our good teachers become careless and indifferent, believing that nobody cares for them. Directors ought to visit their schools often.

I consider the new school law an advance in the line of educational reform. I would recommend a modification of the school law in one respect—that the teacher's month be twenty days.

### PIKE—JOHN N. DEWELL.

Since my last report many of the difficulties of which I then spoke have almost, if not entirely, vanished. The care and anxiety manifested by school directors and township treasurers, to furnish full and reliable reports, are worthy of commendation. I am also pleased to state that out of eighteen or twenty miserable old, dilapidated school buildings, only four or five now remain, and these are soon to give place to new ones. In the way of repairing, seating and furnishing, much improvement has been made. Still, several of our most costly buildings are inconveniently arranged, badly ventilated, and but meagerly supplied with the necessary school apparatus. A few thousand dollars, if judiciously expended in this direction, would prove a lasting benefit to the county.

Our free schools are rapidly gaining in public favor. In fact, a love for the system is so deeply fixed and firmly established in the hearts of the people that it would be impossible to eradicate it. The advanced grade of studies introduced, the earnest and faithful manner in which our teachers have performed their work, have had much to do in establishing this confidence. One of the strongest evidences, perhaps, of the high estimate in which our public schools are held, is the fact that there has not been a private school in the county for the past two years. In the town of Perry, where an effort was made to support a "select school," the directors of the public school have taken especial pains to procure good competent teachers, and now have in successful operation one of the best organized and conducted schools in the county. At Griggsville, a thorough and systematic course of instruction is given in all the common and in several of the higher branches of study. The Pittsfield school, which sustains a deservedly high reputation, has prepared several pupils to enter such colleges as Cornell, Yale and Harvard. But the measure of our success is, after all, better determined by the general condition and progress of our ungraded or country schools. During the past year my time has been chiefly occupied in laboring for the improvement of these schools. Local institutes were held in different parts of the county. These meetings were largely attended by the citizens, pupils and teachers. The results were highly beneficial, and did much to infuse life and energy into the schools. A county institute, attended by about eighty teachers, was held at Pittsfield a year ago last September. This was decidedly the best meeting of the kind ever held in the county.

In order to help teachers to meet the requirements of the new law, a school of thirteen weeks was kept at Barry. Thirty-five teachers availed themselves of its advantages, and passed a satisfactory examination in the elements of the natural sciences. Private classes were also organized at Griggsville, Perry and Milton, in which about fifteen others prepared to pass examination. Our teachers are working earnestly and faithfully to prepare themselves better for their work; and as the study of the natural sciences is now introduced into nearly all our graded schools, we earnestly hope that before the close of the next school year, every teacher in "Old Pike" will be fully prepared to pass the required examination.

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### POPE—THEODORE STEYER.

Quite a large number of schools in our county are taught by teachers who adopted the normal system of teaching, and by their energy have succeeded in calling the attention of the people to the better education of their children, and now they are in a very prosperous condition. Every new change, and in particular in school matters, meets with opposition, and so it is with the normal system of instruction. Parents who never visit their schools will be the first to complain of any changes made by their teachers in instructing the pupils; they object to the classification of pupils, to the chart

and blackboard exercises, to home study, writing, spelling, painting, drawing, physical exercises, and to the whole normal system; but whenever they go to see for themselves—see how much the young pupils are interested in their study, how fast they are progressing, and how faithful their teacher works—then they change in favor of the new system, their teacher, and give them their full support, so in most of our schools energy and activity have been displayed by the teachers to advance their pupils; by the school officers, to improve school houses and furniture; and by the people, in showing their willingness to be taxed for the maintenance of good schools.

I am sorry to say that not all of our schools are in a healthy, growing condition; some of them are dragging along—cheap teachers are hunted, and school is kept up for no other purpose than that of filling the letter of the law.

The changes of the school law with regard to the introduction of the elements of the natural sciences into our common schools are generally looked upon as an imposition against the people, and in favor of the teachers' higher pay. Since our schools have been commenced, and wherever the sciences have been introduced, the people have fast changed in favor of the new law, and many are visiting the schools not only for mere curiosity to see what is going on, but for the purpose of being benefited by the teacher's instruction.

The uniformity of text-books is a great advantage to the teachers, the good of which can be seen already in our schools; different and better text-books have been adopted in place of the old hard-shelled, blue-backed, long-out-of-date books which had been in use in our schools since the free school system had been adopted. Much credit is due to the majority of our teachers for using all available means to prepare and qualify themselves for the examination in the sciences. As soon as the new law was adopted, I notified the teachers of the fact through the county newspaper, and advised them to prepare themselves. After I was informed to what extent the new branches should be studied, I again published and notified the teachers, and also gave part of Dr. Bateman's circular respecting the study of the natural sciences. A four-month's school for teachers, and all of those who wished to prepare themselves for teaching, was then established. This school was very successful, and the result of a two days' examination, at the close of the term, was twenty-two well qualified teachers in all the branches, for our county. Many teachers studied the new branches at home, and passed good examinations. The new branches are taught in most of our country schools in general exercises; the pupils seem to like the study, and make fast progress in the fundamental principles of botany and zoology.

The examination of teachers showed a marked improvement of their qualifications in each branch, except in spelling. I cannot account for that, unless it is the result of having been compelled to go through the old Webster elementary spelling book for four years before they were allowed a first reader when they went to school, and now they are out of the spelling book. I don't think that our teachers are second to those in other counties in orthography; it may be that I was too particular in selecting difficult words to spell, and therefore should not publicly censure them.

The attendance in our schools is improving. In some schools where the normal system is taught, almost every child of proper age is in attendance; but still there are many children who are deprived by their parents from going to school.

Visiting schools by the county superintendent is still objected to by some of our people; but all those who feel an interest in the success of our schools heartily indorse it. During my last year's school visitation, I found that in districts where they have good and comfortable school houses, they have commonly good teachers, full attendance, pay their teachers' good salary, and the people pay the least special tax; and in districts where they have poor school houses, they have poor teachers, poor attendance, and the people pay from two to three dollars special school tax.

Annual institutes are held for the improvement of teachers, and much good has been accomplished by this organization; at least three-fourths of our teachers are in attendance, and they never regret the time spent nor the expenses they had during the institute.

Two teachers' classes have been formed for mutual improvement, in different parts of our county they meet every two weeks, on Saturdays, and discuss the different methods of teaching in each branch, and commonly conduct their meetings like teachers' institutes. The people take a great interest in these meetings, and never fail to attend.

Having been the county superintendent for nearly nine years past, it gives me much pleasure to see that our schools have, during this time, been much improved. School houses, school furniture, and teachers are all better, and will, in nine years to come, make still more advancement than in the former period of time; but as the school law is now so changed, that the most important duties of county superintendent shall be subject to the approval of the county board; that the county superintendent's salary shall be reduced, and paid out of the county treasury in scrip worth one-half or three-fourths of the full value, I am compelled to look at this as my last annual report, which I herewith transmit.

### RANDOLPH—R. P. THOMPSON.

In this county public sentiment has always been greatly in favor of the free school system, but a large minority of the people has always been opposed to free schools, and that minority consists mostly of an intelligent and educated class of persons. This opposition appears to me to have increased since the school law passed by the last General Assembly has been in force, which increase may be attributed to the little knowledge of the utility and observation of the effect of the law, which the short time in which it has been in force necessarily causes.

The principal causes of opposition to the free school system are:

The immense power of taxation placed in the hands of those whose duty it is to provide for the raising of revenues or funds for school purposes—a power which is frequently used too freely and recklessly, and during the last few years of general high taxation, has often become onerous.

A feeling that free school education should not extend further than to the teaching of the common English branches—that is, to the teaching of those branches of English education which will enable those dependent upon the facilities afforded by our common schools for their learning, to fit themselves to successfully pursue only the ordinary avocations of life.

The desire for sectarian education.

The first and second of these causes I find to be general; the third, of course, operates only upon those persons possessed of peculiar religious opinions.

There is great improvement in the average qualifications of teachers, which being aided by the introduction of new and useful school furniture and apparatus, improved text-books, etc., has increased the standard of education in the county to a remarkable degree.

I have recommended to and distributed among teachers those text-books on the natural sciences which I thought were the best calculated to instruct and insure proficiency in teaching those branches of education. Also, at the last meeting of the teachers' association, instruction in the natural sciences was given by able educators and lecturers.

A source of great loss to the revenues of school districts is the manner in which the delinquent school taxes are managed. When special district taxes become delinquent they are added to the State and county taxes, and the aggregates so produced extended on the collector's book opposite the respective delinquent tracts of land and town lots, and thereafter lose their identity. The varied rates of taxation in the different school districts, and the difference of the per cent. of tax levied in each district for one year when compared to the rates levied by the same districts severally the next



year, make it almost impossible to separate the back school tax, when collected, from the State and county taxes, and district school officers almost invariably prefer to allow such tax to go into the county treasury than to incur the trouble and expense necessary to enable them to get it. The expense of getting at an equitable division of the collected back taxes would, in most instances, exceed the amount found to be due. Under the requirements of the present general revenue law I do not think this difficulty can be obviated, and I therefore suggest the following as a remedy, viz:

That the general revenue law, and that part of the school law relating to the collection of taxes and the settlement of accounts with collectors, be so amended as to require collectors, when lands or lots, or parts of lands or lots, have been advertised as delinquent, to certify to the trustees of each township or the boards of directors of each school district, a list containing a description of each tract of land so delinquent, lying in their respective districts, or in the several districts in their respective townships, and the names of those persons to whom the same are severally assessed, with the equalized valuation of each of said tracts, and the delinquent school tax thereon, and that thereupon the collector be allowed credit upon his accounts for the amount of delinquent tax so certified. That upon receipt of such certified list the trustees or directors be required to collect the taxes so certified, by special township or district collectors, who shall be appointed by the proper board, and who shall be empowered to make demand for such taxes, and, at a specified date in each year, sell the lands remaining delinquent, for the taxes with interest, penalty, costs, etc., without any other notice or advertisement than that previously made by the collector of the general revenues. The certificates to the purchasers of the lands so sold to be made a lien thereon, secondary to the claims of those who might purchase the same lands at the sales for delinquent State and county taxes. The purchasers of lands at the sales for delinquent State and county taxes could be required before being entitled to deeds for lands so bought, to produce a receipt from the township or district collectors showing the payment of the back school taxes due upon such lands or assignments of the certificates of purchase from any one who may have purchased such lands at the sale for delinquent school taxes.

By the adoption of some such suggestions as the above, no delinquent school tax would be extended on the books with the taxes for general revenues, the school tax would be better collected, and when collected would be in the proper hands. Perhaps the best course to pursue in relation to the collection of special district taxes—at least, it is one which would be most favored by school officers—would be to take the power of collecting such taxes entirely from the collectors of general revenues, and place the matter of levying, assessing and collecting them wholly with the township school boards.

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### SALINE—F. F. JOHNSON.

By a general survey of the schools of our county for the last two years, I find that they are in some respects better in progress and condition than they were at the time of my last report.

One great drawback is this: The teachers are generally young men who are teaching as a stepping-stone to some other profession, and the consequence is, that about the time they learn to conduct a school successfully they quit the business. Though I must say, to their credit, that they did well while they were teaching. Having made it a business for the last few years to visit the schools of the county, I have a tolerably good idea of the minds of the people in regard to the "free school system." There are a few, and I must say very few, who are opposed to the system, but I am not surprised, as they are generally opposed to progress of all kinds. The great mass of the people are imbued with the

idea that "a free and enlightened people can never be enslaved." They appear to be proud that they live in a land of free schools.

Have found township meetings to be of great advantage. At those meetings building school houses, plans of same, seating and ventilation are discussed freely by every one that will talk at all, and I try to get all to talk, and I say but little myself till all get through. I find, to get persons enlisted on a subject, you must get them to talk about it. The meetings were generally well attended and all appeared to be well pleased with the proceedings. The teachers too, at least some of them, have done much to bring the schools up to the present condition. Not feeling satisfied with the labors of the day, they call in the directors, parents and pupils, one evening in each week, and the classes are drilled in spelling, reading, mental arithmetic, etc.; and then they improve the opportunity by giving the directors and parents a little talk, thereby enlisting their sympathies for the interest of the school generally.

In my visitation of schools I cannot feel that my duty is done till I have called in the people of the district at night, and lectured to them on the importance of the education of their children and kindred subjects, moral training, etc. In this way we keep up a tolerably lively interest in schools during the year.

### SCHUYLER—J. R. NEILL.

The schools of this county are gradually but surely advancing to a higher degree of excellence and usefulness. During the past two years more energy and activity have been displayed than ever before. One reason for this is that teachers, school officers and parents feel more deeply the necessities of a thorough educational training of children in the common schools. Our county is calling for good teachers, not only as to intellectual qualifications, but practical, moral and social attainments.

Many of our teachers are doing good work, laboring diligently and faithfully in the performance of the arduous duties connected with their calling, notwithstanding there are many things which impede their progress. Yet quite a number of our teachers are young and inexperienced, while others have been teaching year after year with a second grade certificate, and going through the same routine day after day, without any improvement or energy whatever. I am of the opinion that teachers who do not improve themselves, intellectually and practically, ought to have their license discontinued, and in many instances I have acted on this principle, and the only question in my mind is how far it should be carried; were it not for cutting off an actual supply of teachers I would carry it to its utmost limit. Then the question would naturally arise is it not better for a district to be without a teacher than to have one who lacks energy and improvement?

Many directors have been led to realize more fully than formerly the great difference in teachers, and that the character of their schools depends much upon their action. Hence practical teachers are in demand in this county and are receiving a fair compensation for their services.

The annual teachers' institute held in Rushville on the 11th, 12th and 13th of September last was acknowledged by all who attended it to be the best ever held in the county; most of the time was occupied in the study of the natural sciences and the best method of teaching them. Our teachers are feeling a deep interest in preparing themselves to fulfil the additional requirements of the new law.

The old school buildings which have been standing so long without accommodation for either teacher or pupil, are being torn down, and in their places new ones are being erected and better supplied with all the necessary furniture of a school room. Within the last year, our people have built seven new houses. The one in the Rushville Union School District is a magnificent building, costing with the

necessary furniture fifty thousand dollars. It is acknowledged by all who see it to be the best district school house in the State.

In summing up the condition of our schools, I am gratified to state, that better qualified teachers, improvement in school houses and furniture, and more attentiveness of school officers as to their duties, is the result of another year's labor.

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### SCOTT—JAMES CALLANS.

The schools which I have visited since my last report I find doing as well as could be expected, considering everything. We have many good school houses in Scott county, but only a few of them are furnished with the necessary school apparatus. As a general thing the school furniture is very poor and there are a few districts with almost no furniture at all. I may say, however, that many of our school rooms are too small and poorly furnished; the desks and seats, besides being clumsy, are too large for the small and too small for the larger children. I also found many schools without blackboards, but many of them were supplied when attention was called to the need of them, while others think they are doing well enough without them.

School visitation has been as well attended to as other official duties would permit. I have held as many public examinations during each year as the law required, but on every occasion they have proved a failure. Consequently the examination has nearly all been done in the office of the county superintendent. I have done all in my power during the last two years to elevate the grade of qualification of teachers, in so far as the same can be done by stricter examinations from year to year. Many teachers think because they have once obtained a certificate, that I should renew it for them. I require an examination of all teachers who desire to teach when their certificate expires, excepting those who I find worthy on visiting their schools. It is a very easy matter for a superintendent to tell what is wanting, when he visits a school. If a more experienced teacher is wanting, I think it's the duty of the superintendent to see that the want is supplied. Directors in this county are willing to pay a good teacher high wages (in many parts of the county), and they will have good teachers or else none. I believe that Scott county pays her teachers as good wages as any other county in the State. In many of our country schools, teachers are paid sixty-five to seventy-five dollars per month.

In visiting schools I try to have one or two of the directors of each school go with me, but very seldom I succeed. They complain of having too much work to do. Some directors take no interest whatever in the schools of their districts. The teacher may teach the children of the district for six months, and instead of doing good is doing evil, and there is nothing said to him by the directors. Finally the superintendent is informed of the way the school is conducted, and the only excuse given by the directors is, that they did not know where to find another teacher in case they closed their school. Rather than say anything they will allow their children to go to school to a teacher who is not worthy of the name. Too large a class think any one will do to teach for them, if he will only teach cheap enough. That class sometimes visit schools with me where they employ good teachers, and it has a good effect. There are two districts that are worthy of note: Point Pleasant and Schull's districts. They have built the finest school houses in the county (for country schools), and pay the highest wages to teachers of any districts, and have the best schools. They have set a good example for others to follow. There is another district worthy of note—Baker's district. It has as good a class of pupils as any school in the county, and always pays its teachers high wages. They pay, this term, seventy dollars per month. And as for their school house, I don't believe there is a worse building in the State.

## ST. CLAIR—J. P. SLADE.

Pursuing the same general plan as that described in my former reports, I have visited, with but two or three exceptions, all teachers once, and perhaps a third of them twice, each year, spending between two or three hours at each visit. Errors in teaching and discipline have been noted, and afterward pointed out to the teacher and the needed remedy suggested, and, when opportunity afforded, a few words of deserved commendation and encouragement spoken to teacher and pupils. These visits have revealed, as no written or verbal reports could do, the condition of the schools and the character of the work done in them, and have in many instances, I think, been productive of great good. At any rate, this has frequently been the voluntary testimony of teachers, and of directors who have visited their schools with me. Aside from the direct aid given teachers by these visits, they have been of service to directors in helping them to a correct estimate of their teacher's labors, which are frequently overestimated and perhaps as often undervalued. The mere knowledge of the fact that I will visit each school at least once during the year, has the effect of stimulating both teacher and pupils to greater diligence and thoroughness in their work.

Comparing my annual report for this year with those of two and four years ago, I gather some facts of interest and encouragement. The average number of days taught by each teacher was 137 in 1868, 160 in 1870, and 174 in 1872. The average annual compensation of teachers in 1868 was \$395, and the daily \$2 87; in 1870 the annual \$460, and the daily \$2 87; and in 1872 the annual \$493, and the daily \$2 77. These figures show a considerable increase in the average annual and a slight decrease in the average daily compensation of teachers—a very natural result of an increase in the length of the school term. I also find that in 1868 there were 81 pupils entitled to instruction—not including those attending private schools—for each teacher; 88 in 1870; and 83 in 1872. And that the average number enrolled for each teacher was 43 in 1868; 48 in 1870; and 54 in 1872. But the average daily attendance for each teacher was 29 in 1868; 30 in 1870; and 35 in 1872. Of those entitled to school privileges, 53 per cent. were in school in 1868; 54 per cent. in 1870; and 65 per cent. in 1872. The average daily attendance in 1868 was 35 per cent., and in 1872, 42 per cent. of the whole number entitled to school privileges. The average daily cost per pupil, for teachers' wages, was 9.89 cents in 1868, and but 7.9 cents—20 per cent. less—in 1872. Thus we see that the ratio of those in attendance to the total number entitled to instruction becomes greater each succeeding year, and that those in school remain a longer time and attend more regularly, and thus increase the average daily attendance. And we also see that while the teachers receive a much larger average annual income, with the same and even less daily wages, the cost of instruction per pupil is 20 per cent. less than it was four years ago. These, I think, are unmistakable indications of real progress in the right direction.

In the average qualifications and work of teachers there is also a manifest improvement, due, in part, to the regular annual visitation of schools, and to the fact that a higher grade of qualifications is required of applicants for certificates, and in large measure to the influence of our county teachers' institute, which has been in session one week, annually, since 1869. The number of actual teachers in attendance the past four years has been, respectively, as follows: 120, 126, 154 and 168, showing quite accurately the increasing interest manifested in these meetings. The spirit of inquiry and investigation awakened by them, leads teachers to examine their own work and compare it with that of others, and the immediate result is, usually, a feeling of dissatisfaction with past and present successes. This feeling, however, is not to be regretted, as it is the certain precursor of greater efforts for improvement, better work, and more gratifying results. As a consequence, we have fewer inferior and many more good teachers—a number of whom are, on account of their culture and teaching ability, an honor to the teacher's profession.

As regards the introduction of the new studies into the schools of the county, it is too soon to tell the effect, further than to say that there is a very general desire to give them a fair trial, and to say

that our teachers are making very commendable efforts to qualify themselves to teach them. During the summer a small class of teachers in Freeburg organized for the study of these new branches, with Dr. M. S. Carr as instructor. And later the teachers of Mascoutah and vicinity organized the Mascoutah Normal Institute, for the purpose of more thoroughly preparing themselves to teach the natural sciences. The institute numbers ten members already, and since the last meeting seven more teachers have applied for membership. All who attend regularly have become much interested in the meetings, which are reported to be growing in interest. In our county teachers' institute, which has just closed, fully one-half of the time was devoted to the natural sciences, in which twenty lessons were given with profit and very general acceptance to teachers, by Prof. W. H. V. Raymond.

I cannot conclude this report without briefly alluding to the labors and character of the late Mr. George Bunsen, who died in this city in October last, in the seventy-ninth year of his age. He came to this county, in 1834, from Germany, with a wide reputation among educated Germans as a successful teacher. An enthusiastic believer in the educational principles of Pestalozzi, and a devoted lover of his chosen profession, his interest in the teacher's work soon manifested itself here in deeds more eloquent than any words. To his persistent efforts for the adoption of correct methods of primary instruction, which he believed to be of paramount importance, and to his enlightened views in regard to methods of teaching, is the present acknowledged efficiency of the public schools of Belleville chiefly due. For years he has devoted his whole time to their superintendence, with no thought of remuneration save the pleasure he found in the work. To him teaching was truly a "labor of love." So familiar with children and their ways of thinking that he could enter into their thoughts, see with their eyes, and in spirit be a child with them, he was an excellent primary teacher. To the school children of the city he was like a father. By more than a thousand of them who voluntarily followed him to the grave, and by other thousands who have been benefited by his life and teachings, he will long be remembered. His purity of character and life, earnestness of purpose, life-long devotion to the cause of education, and his fearlessness in opposing what he believed to be wrong, and his persistence in defending what he believed to be right, and his broad culture—all conspired to make him a man of influence and a power for good in the educational world.

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### STEPHENSON—I. F. KLECKNER.

During the past two years some of the poorer houses in the country districts have given place to commodious, well arranged buildings. With but few exceptions all the school houses in the county are now comfortable, while many are substantially and handsomely built. The directors of many districts are beginning to realize the beauty and value of shade trees. The number of those who give attention to this matter is constantly increasing. Observation teaches me that good school houses have a wonderful effect upon the interest which communities take in their schools. In localities where three years ago there was little interest in school matters, the schools are now prospering under the stimulus of new buildings, pleasant surroundings, and good teachers. But there are some school districts in the county in which I cannot expect to see much enthusiasm in schools until they number more pupils. These districts are small, and inhabited largely by old settlers, whose children have gone to make homes in the west; consequently so few children attend the schools that the directors do not feel warranted in paying enough to secure the services of competent teachers. The matter of ventilation has yet received but little attention from school directors and school house architects. But few of the best buildings are constructed so as to make good ventilation possible. We need a reform in this particular.

During the last year teachers' meetings have been held on Saturdays, in different parts of the county; from which much good has resulted. In our county institutes we reach few comparatively besides the teachers; but by these local meetings whole communities become interested in the cause of education. Parents come to hear the teachers of their children conduct exercises; they become acquainted with different teachers and others interested in educational matters, and go home with a better understanding of what a good teacher should be, and with the determination to do all in their power to make their schools successful. After one of these meetings the teachers of a neighborhood formed themselves into an association, to meet every two weeks during the entire winter. These meetings were attended by citizens as well as teachers, and the result was, the whole township became enthusiastic in educational matters.

Immediately after the passage of the new school law, the people of the county were informed of the important changes through the county papers, and teachers were urged at once to begin the study of physiology. As soon as circulars from the State Department, interpreting the new school law, were received, a circular to the teachers of the county was issued, in which I urged the importance of immediately commencing the work of preparation in the natural sciences. In three weeks from the time the circular was issued, most of the teachers in the county were at work. The following is an extract from said circular: "In order to assist the teachers in their work of preparation, I will go into any part of the county, during the summer vacation, and hold teachers' drills of one week, upon the application of a sufficient number of teachers who will agree to be present." In accordance with the above call, six meetings were held. The aggregate number in attendance was one hundred and eighty. During these weeks of drill rapid progress was made in the new studies. Many of the teachers had been studying before attending the meetings, and were prepared to pass over the ground rapidly. In some localities the classes formed continued to meet at stated times during the summer and autumn.

It is not time to determine, experimentally, what effect the introduction of the new studies will have upon our schools, yet from such glimpses as I have caught from actual school work, I am firm in the belief that it will result in great good. The teachers work hard to fit themselves for examination in the new branches, and in the majority of cases acquit themselves with credit. In many cases the work done in these branches is better than that done in the old. Those teachers who are trying to teach the elements of the natural sciences, unite in saying, "the children are delighted."

The annual institutes are steadily gaining influence in the county. For the last three years the attendance of teachers has been, respectively, 60, 81 and 130.

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### TAZEWELL—S. K. HATFIELD.

I have generally felt that any compulsory law requiring the attendance of children at school, was not in harmony with our form of government. But when parties are determined not to avail themselves of school privileges, and children grow up in ignorance and usually in vice, then it might be proper that all who can neither write nor read in English, between the ages of 12 and 18 years, should be required to attend school at least three months each year, unless physically or mentally incapacitated.

The adoption of a course of study for ungraded schools by the county superintendents, in Urbana, would be fitly complemented by requesting teachers to make a term report to their respective directors, of the programme followed, the number of grades and classes, the names and standing of pupils in each grade and class, the deportment of pupils, their date of commencement and time of leaving, days of attendance, and times tardy. Then a synopsis of the studies, the method of teaching, the

proficiency of the classes, the work accomplished, the modes of government, etc. Name the text books used, the place of beginning, and where the lessons ended at the close of the term; also state concerning oral teaching, the subjects presented, the plan of presentation, and the value of the work. This report to be given by the teacher to the directors, with a careful explanation, if required, and the directors to present said report to the succeeding teacher, with explanations.

Local institutes are held monthly in different parts of the county, with good success and to the profit of those attending. Our county institute held in Delavan, in December, 1871, was quite good. The one held in Washington, in August last, was well attended by teachers, who manifested their appreciation of the added branches and the value of institute work, by careful and thoughtful preparation before the commencement of the institute; and during the sessions, their regular and prompt attendance, unabated interest and earnest labor, rendered the work of the session unusually profitable and efficient.

The board of supervisors have not made any appropriation to defray the expenses of county institutes for two years past.

Since the session of the constitutional convention, there seems to be more than an usual amount of opposition to the office of school superintendent. This feeling, however, is not shared by our most intelligent teachers. They are satisfied that one of the most efficient means of school progress lies in the labors, zeal and thoroughness of competent county superintendents.

Comfortable, convenient, commodious and well furnished houses have been erected in the villages of Delavan, Minier and Merton, within the past two years. A few of the rural districts have built houses, and several have been repaired; many of the school rooms are now furnished with good seats, maps, globes, charts, black-boards, etc. The necessity for good buildings, more commodious and better furnished school rooms, is an imperative necessity in some of our districts, both village and rural. The citizens of those districts generally know their needs, and acknowledge them, and yet their old buildings attest their procrastination caused perhaps by local jealousies, conflicting and selfish interests, or a general neglect to put their convictions and needs into practical shape.

In December, 1871, the Delavan school house was burned, and was rebuilt the past summer; insurance very nearly covering the loss. Hopedale school building burned last month, and another in the country. The demand for teachers has been beyond the supply, especially of males.

It is just that I should express my thanks and gratitude to many of the teachers in the county, for their aid and counsel, for their meritorious work, for their readiness to initiate or second any plans, methods or efforts for the promotion and advancement of the common school interests.

## UNION—P. H. KROH.

Out of sixty-nine schools in Union county, I have visited sixty-five. In my visitations I have frequently found school rooms in rather an unhealthy condition—wood, ashes, dirt and old quids of tobacco could be seen all over the floors. Not being satisfied with such a condition of things, I took it upon myself to deliver a short homily on the subject of hygiene to the teacher and children, and with satisfactory results.

It is a well known fact that clean school rooms, clean faces, and clean clothes, add considerable to the dignity of an institution of learning. As order is heaven's first law, so should the law and the execution of it be in every school room.

When I compare the schools of our county, to-day, with those of two years ago, I find quite a change for the better. There are some difficulties to contend with which keeps the schools from progressing

as rapidly as they might. As a general thing our older people are uneducated, not having had as good advantages as the young people of the present day, consequently it is a hard matter to get men to fill the different school offices as they ought to be filled. (No lack of honesty, but an educational qualification is wanting.)

The township treasurers and directors of Union county, with a few exceptions, are getting to be pretty generally interested in school affairs—so much so, at least, that nothing will be found wanting, on their part, to make the schools a success.

I am afraid the schools will retrograde considerably this term. The county court has decided that there shall be no visitations of schools this winter. It is going to be a hard matter in the future to know how the schools are getting along at all—no visitations by the directors, none by the county superintendents, none by the county court, none by the board of education. Men talk about the "days of barbarism," "the dark ages." If any people in the world has ever made a step backward in matters of education, it has been made by us. So long as matters of education are made secondary, so long will the wheels that move the educational machinery be made to stand still.

There is a disposition on the part of some men in certain localities to employ teachers who are not so well qualified as they might be, because they can be had for low wages, not considering that by so doing they not only squander their money, but defraud their children out of an education. The people must learn to know that those teachers who are educated up to the times, are not only the best but the cheapest at high wages. Such are more successful in advancing their pupils, and the sooner we can get them to see it the better it will be for the growing generation, and the generations to come.

**GRADED SCHOOLS.**—We have four graded schools in the county—at Anna, Cobden, Jonesboro and Dongola. The schools altogether employ seventeen teachers. As graded schools, I think they will compare favorably with the best in Southern Illinois.

**SCHOOL HOUSES.**—Union county is getting to be pretty well supplied with school accommodations for her children. Within the last two years the following frame buildings have been erected: In township 13, range 2 west, two houses, at a cost of \$600 each; in township 13, range 1 west, one, at \$700; in township 11, range 4 west, at \$650; in township 13, range 1 west, in the city of Dongola, at \$5,000; in township 12, range 1 east, one at \$900; in township 11, range 1 west, one at \$1,300; in township 13, range 3 west, one at \$750. All the houses above mentioned are well supplied with blackboards and good seats; so, also, are the majority of the school houses in the county. The removal of two or three old log residents, and the erection of new frame houses in their stead, will finish the work for the time being.

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## VERMILION—J. W. PARKER.

The condition of schools in this county is much better than it was two years since. The classification is better, more system developed, and teachers more skillful. We have for encouragement the fact, noticed by all intelligent observers, that we are progressing, and that good, comfortable and convenient school houses are being multiplied. At Danville, an elegant house of four stories, having all the modern improvements, has been built, at a cost of about \$55,000. Another good house in Georgetown, not so costly, but sufficient for the accommodation of the school-going children of the place, and quite ornamental. Other houses, well furnished and of pleasing appearance, have been erected in the country.

The first and greatest difficulty is a general lack of interest in education among the people. If teachers are employed and a school maintained long enough to secure a portion of the school fund, it is enough. The persistence of directors in wishing to employ incompetent teachers, because they



can be had for less money, is deplorable. Directors nor parents visit schools, with a few exceptions. Teachers and scholars receive no assistance or encouragement from either. "Compulsory attendance" is often spoken of by taxpayers, thus: "I pay no tax more freely than my school tax, yet I see the children my money should educate playing on the streets, contracting bad habits instead of preparing for future usefulness." "They should be compelled to attend school." I think the examination of teachers could be improved, by fixing on the same days for examinations in all the counties, by using the same questions, and the like number of questions, to be prepared at and forwarded to examiners from the State capital. Teachers' certificates should be of three grades. First grade valid for two years, and the holders thereof fully qualified to teach all the branches required in the present law; or better, insert algebra instead of botany and zoology. Second grade valid for one year, holders fully qualified to teach all the branches required by the former law. Third grade valid for the school term, to be granted on request of directors, to teachers qualified to teach orthography, reading, penmanship and primary arithmetic. This grade would accommodate districts in which the scholars are not advanced, summer schools in the country, and teachers in primary departments of graded schools. I know of no teacher who made a determined effort to qualify in the new branches who has not succeeded; few, however, could be induced to make the effort. Four-fifths of the certificates now being issued are provisional. My utmost exertions will fail to supply all the schools with teachers. To prepare and qualify teachers for examination in the natural sciences, private classes have been the most efficient means used. The teachers in Danville and Georgetown hold regular meetings for mutual instruction, twice a month. In the country the introduction of the natural sciences is spoken of with universal disfavor.

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### WARREN—JAMES B. DONNELL.

In taking a general survey of the school work in our county for the past two years, we of course see much to deplore, and which did not prove to be what it should have been; yet, we are pleased to witness many marks of progress, which, if continued, must and will result in great good and efficiency to the work of common school education among us.

Prominent among the hindrances should be mentioned the frequent change of teachers, which we think very disastrous in its results. Truthfully might it be said of many of our teachers, "they have no sure abiding place." The great lack in uniformity of text-books, and a more general supply of apparatus, with an increased interest on the part of the officers and patrons of our schools, would tend to promote the cause greatly. Viewing the county as such, we feel that we have much to encourage us, and for which to hope in future.

As a general thing our houses are good and comfortable. We see an increasing interest by officers and patrons in the importance of more thorough, successful work to be done in the school room, together with a general desire to secure the best teachers possible. The pupils generally seem to be more punctual, devoted and enthusiastic in their work, seeking higher culture, and esteeming more highly their privileges. Our larger pupils—many of whom are over age—are to be found a part of the year at least in school.

Most of our teachers are rapidly improving in power, system, method and efficiency, thereby evincing greater ability and readiness in the discharge of their work; giving evidence of a determination to do their part toward elevating the standard of education.

During the summer vacation of 1871 about fifty of our teachers spent six weeks in a normal class drill in this city. During the past vacation about sixty spent four weeks in the same way and place, each attended with such results as will be seen and felt in their work. We have held a regular yearly

session of our county institute, having a good attendance, and also an increased interest in the same. During the last week in March and August of each year, we have met regularly in county teachers' convention, and spent the day in assisting and encouraging each other, so as to be better fitted for the work of the ensuing term. Some local institutes are doing a good work in our bounds.

Before granting a certificate, the applicant is required to prepare carefully, with pen and ink, a thesis or method paper, in which he is expected to present, as clearly as he can, his ideas of a well-organized school; after which he takes up each branch, one by one, and in the clearest manner possible, gives the best method or methods of teaching said branch to the best possible advantage.

Each teacher is asked and expected to visit at least six good schools during the year, and his report of the same is put upon record. Many, however, visit two or three times that number, and it is noticeable that our most successful teachers do the most visiting. We think it indispensable, as it greatly assists teachers in maturing plans, governing and saving time in their own schools. These, with direct personal assistance, as circumstances and necessity may require, both in visiting and at other times, together with the individual efforts of the teacher himself, are some of the helps we have encouraged and made use of in hope of reaching the desired end—the elevation of our schools.

When certificates expire, they are renewed only upon a re-examination, thereby making the examinations to serve as important helps, in the better qualification of teachers.

So far as the sciences and amended school law are concerned, they are upon trial, and what the result will be in the public mind generally, we cannot now predict. We shall strive to give them an impartial trial, and hope for the best.

We are warranted in the belief that there is a rapidly growing public spirit in favor of our common schools, and the cause of education generally; and with a still more thoroughly trained and efficient class of teachers, we shall at no distant day be better able, we trust, to vindicate the wisdom of the establishment of our public schools, and do honor to the founders of the same, as well as to the great State and nation to which we have the honor to belong.

## WASHINGTON—A. C. HILLMAN.

The schools of this county were never in a more flourishing condition. Our greatest difficulty is the frequent change of teachers. We cannot bring our teachers up to the proper standard of qualifications before they quit the profession and go into something else that gives them more steady employment. All legislating and the addition of new requirements for certificates will do us but very little good, until something can be done to give permanency of situation and constant employment to our teachers.

We have not held any teachers' institute during the last two years, but instead have held a normal class of three months, in the spring, the teachers paying the expenses of the same. Our teachers are not qualified in the new branches. We shall hold a normal class of three months in the spring, when especial attention will be given to these new branches. Three months of normal drill in them will give us a good class of teachers in these branches. Although we cannot hold our teachers a great length of time, we believe we have as good teachers as any county in the State.

There is a great difference of opinion about the new branches. Those who are determined to be first class teachers like them, and the people are about equally divided in reference to them. The new school law as a whole, I think, gives very good satisfaction.

## WAYNE—WM. A. VERNON.

A survey of the work accomplished in this county during the last two years, warrants a repetition of those pleasant phrases about progress, so common to all school reports.

With due regard for truth, it is safe for me to say, that our schools are accomplishing more than at any time in the past, and more than they were at the time of my first connection with them. They are not doing all that could be desired, but they are doing all that the illiberal expenditure of means will secure.

My efforts have been mainly directed to the improvement of the teachers; and my plans for this object have given results highly satisfactory.

The annual sessions of the county institute have increased in interest. The attendance has also increased, with one exception, nearly two-fold. The board of supervisors have made no needful appropriations to cover the expenses of those meetings.

Our teachers understand that the natural sciences are upon us, and we must do the best we can. Their ideas seem to be that an additional burden has been laid upon the already heavily-laden shoulders of the teacher, and it is the part of wisdom to bear it uncomplainingly.

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## WHITE—J. I. MCCLINTOCK.

In reporting to you the condition of common schools in this county, I may say that there is a very apparent improvement in several respects. The people are demanding better teachers and are willing to pay good salaries for good work, and many are beginning to understand that the cheap teacher is, in most cases, a very dear bargain. Good school houses are also in demand, and the old log houses are being rapidly replaced by neat and substantial frame buildings. I think, too, that I can see an increasing desire on the part of teachers to qualify themselves for their vocation. It has been but a short time since scarcely a teacher in this county had read or studied any works treating of the theory and practice of teaching, and but one or two took educational journals; now, quite a number of teachers have procured educational works and take teachers' journals, and the benefit arising from their use is already apparent.

In order to increase the standard of qualifications of teachers, I have required them to attend public examinations, and have refused, in nearly all cases, to examine privately, except in cases of necessity. I have also refused to renew certificates, requiring all applicants to be re-examined when their certificates expired. These measures have, I think, induced teachers to make increased exertions to improve in scholarship, since all would naturally desire to make improvement when certain that they would have to pass examination as often as they desired new certificates, while renewal of certificates, I think, tends to produce carelessness.

I would say, with regard to the provisional certificates, authorized by law, that although the provision with regard to these certificates was necessary this year, I think some measure should be adopted to get rid of them at the earliest possible moment. I do not know whether or not it is owing to the law altogether, but I have certainly issued more certificates to incompetent teachers this fall than ever before. Many teachers complain of want of time to study the additional branches, but the teachers who passed the best examination in those branches, were persons who had bought and studied the

books after the law was passed. I am satisfied that from sixty to seventy per cent. of the teachers in this county are paying no attention to the study of the new branches this winter, being certain that they can obtain certificates again upon requests of directors. If the thing is practicable, I think a definite period should be fixed within which teachers should pass examination in the new branches, after having once obtained a provisional certificate, after which fixed period, if they had not studied and passed examination upon the new branches, certificates of any kind should be refused to them as showing, by their want of industry, capacity and progressive spirit, that they were really unfit to teach under any circumstances. If the new branches were difficult, this might seem harsh, but it is certainly not more difficult to acquire a good knowledge of either of the new branches, than to obtain such a knowledge of any of the common school branches, and I think it might be well to require proficiency in the additional branches within a specified time, in order that teachers who are insensible to higher motives, might be forced to study them.

I have taken some time to think and inquire about the township system of schools, and, with all due respect to those who may differ with me in opinion, I think our present system is better, as tending to increased interest in schools, on account of bringing the control and responsibility of them upon those directly interested.

I must confess that I have not been as faithful as I should have been in regard to visiting schools, but, I believe, if properly performed, that efficient personal supervision is very valuable to our system, and by visiting I do not mean time spent in riding to and fro, and as little as possible spent in the school room, but a long and observant visit to each school, noting all things needing attention, and thorough, sharp and exhaustive, although kind, criticism and instruction.

Believing, as I do, that the office of county superintendent is necessary and valuable, when properly filled, I am sorry to see that the pay has again been decreased, and the time employed subjected to the control of the county board. (By the way I have no pecuniary interest in the matter myself, having resigned.) I think it may be possible that some persons filling the office may have caused the feeling against it, by spreading services over too much time; a good day's work for good pay should be a rule for the guidance of all officers, and there would be less cutting down if it were acted upon.

Irregularity of attendance is the greatest curse of our schools, and with this in view, I think the present mode of distribution of public moneys is a mistake, since by not distributing any of the money in proportion to attendance, one inducement to send regularly is withdrawn. I think it would be better to distribute part of the money, at least, in proportion to attendance.

I am never in favor of frequent changes, but am inclined to think that it would be well to make the school month twenty-one, instead of twenty-two days. Employers will, eventually, have to pay for the added time, and all being used to the shorter time, makes it, I think, more satisfactory. I believe, too, that the old mode of returning the per cent. of tax required, with a list of resident tax payers, was better than the present mode of assessing and extending school taxes, and not liable to so many errors.

I would also mention a defect in the law requiring superintendents to give certificates upon request of directors. The superintendent, under existing laws, has no records or returns in his office to show him who are really directors, and might grant certificates without having the request of directors and not be able to know it, or guard against it. Under the present law, the township treasurers are the custodians of returns of district elections, and are not required to report them to the superintendent.

## WHITESIDE—M. W. SMITH.

There has been a considerable advance in the efficiency of the schools of this county during the past two years. Although not so great as was desired and even anticipated, upon looking over the whole ground, there is no reason whatever to be discouraged. Teachers have labored hard to improve their qualifications, both in scholarship and practical work. With few exceptions, directors have begun to seek teachers who are good scholars and have been successful in the school room. Dilapidated buildings have been torn down or remodeled, and handsome, comfortable, well seated houses have been erected in their steads. School grounds have been inclosed, and trees and shrubbery planted, and although the drought during the summer of 1870 and 1871 defeated the good intentions of many directors, yet the present year has almost made up the deficiency. The schools in the larger towns have fairly settled down upon regular courses of study, in spite of considerable opposition. Quite a number of persons in those places long believed that it was a perversion of the public school funds to teach, or allow to be taught, anything except the merest rudiments of an education. They were satisfied the people's money would be more judiciously expended by keeping the schools down to the grade of those in the country districts, than by introducing what they considered the higher branches. A few hold these opinions still, insisting, in spite of the new law, that it is a violation of the spirit of our common schools to teach algebra, geometry, surveying, Latin, and studies of that grade, and that if people desire their children so taught, they should be willing to pay tuition in schools organized especially for the purpose. The graduation of the first class in the Morrison School, in 1871, was looked upon by these people with much dissatisfaction; but when that event took place, they seemed as much pleased as those who had faithfully and earnestly worked to bring it about. Next June the first class will graduate in the second ward school at Sterling, and the patrons are looking forward to that graduation with much interest. Then that school will be placed upon the same permanent basis as the Morrison School. Both of these schools will compare favorably with any of the same grade in the State.

These schools have been alluded to in order to illustrate, practically, the position that public schools, when graded, cannot occupy that place in the minds of the people they should occupy, unless the work to be done has a certain definite beginning and a certain definite ending. True, any course of study should be flexible—in fact, inflexibility is an impossibility in our public school system—but it should, nevertheless, be clearly defined and especially adapted to the wants of each school.

Public sentiment must be educated as well as the children. This is a difficult thing to do. The work is always slow, and full of discouragement; but when progress is discernible, however slight that progress may be, it is very gratifying indeed. A person of energy who attempts anything of the kind, must move with extreme caution; must avoid running violently against the prejudices of others; must, by all means, quietly hinder unwise and bigoted opposition; and must advocate a measure in such a way as to secure, if possible, its almost unconscious adoption. He is sure to suffer many disappointments. Still, in the long run, it pays him to do it.

As you desire an account of such new and successful methods of instruction as have wholly or partially been adopted in the county, I shall confine my report to the very much neglected subject of reading. Other superintendents will, no doubt, give the results of their observation and experience in the other studies, old and new, that are pursued in our schools.

When somewhat familiar with the work done by the teachers of this county, reading seemed to require more attention than anything else. In a great majority of the country schools no effort was made to teach it, and in nearly all the remaining schools the work was so imperfectly done that it was but little better than no teaching at all. Here was a really serious problem to solve. Was it possible to work out a method that would make reading a drill, as arithmetic is made? a method that would require but little labor on the part of the teacher to acquire, for many teachers hate new things fearfully; that would apply as well to the first reader as to the fifth; that would teach the pupil how to prepare

his lesson, as well as the teacher to hear that pupil's recitation; and that would be so flexible as not to cramp the individuality of the teacher? Discarding every style of reading save the narrative, which is the only style that can be taught successfully from reading books, the following, as has been practically tested in many school rooms, and with children in all stages of progress, comes very near meeting all these requirements.

Reading.....	(1) Pronunciation.	{ (1) Accent. (2) Articulation.	
	(2) Definition.		
	(3) Expression.	{ (1) Emphasis. (2) Inflection.	{ (1) Rising. (2) Falling. (3) Circumflex.

The first step for the pupil in the preparation of his lesson, is evidently the pronunciation of every word in it. This includes—1st, the correct position of the accent; 2d, the correct articulation of each syllable. In advanced classes of the second reader, and in all classes above, each pupil should have a small school dictionary for constant reference. In all classes below this grade the teacher must do this work himself. It is easy to see that the first step for the teacher in hearing the recitation is identical. How he takes that step is left to his own individuality. He may adopt the word method, or, what is better, the phonetic method, the concert plan or the individual plan, or he may combine both from the first to the fifth reader, inclusive, or he may, in the higher classes, teach positive rules; but the less he clogs his pathway with rules, the surer will be his tread.

The next step for the pupil—to be taken always after the first—is to learn the definition of every word in the lesson not thoroughly understood. The common plan of placing a few words at the beginning of each lesson, or of assigning a few words to the class, is exceedingly imperfect, and, in some respects, mischievous. Unless this work is thorough, the lesson cannot be read intelligently. Here the dictionary must be constantly used as in the previous step—with the same exception, however. This is naturally the second step for the teacher also, and he is allowed great discretion in the way he takes it. A very good exercise, for all grades, is to spend a few minutes of each recitation in developing, through the class, the different shades of meaning of the more difficult words. Six or eight different definitions of a word—always taking care that each definition be of the same form as the word defined, and that the best definition be selected for the word in question—increase the vocabulary of the pupil with great rapidity, and soon make even the primary pupil very critical in the use of words.

The last step for the pupil in the preparation of his lesson, as well as the last step for the teacher in hearing the lesson, is correct expression. This, in the books, is very much much clogged with rules, as every teacher knows, forcing him to attempt too much or attempt nothing at all. It seems to me that expression can be simplified so as to discard positive rules. The standard of both teacher and pupil always has been and always must be ordinary conversation. The nearer that both approach this, the more nearly correct will be the expression. By a casual examination of any sentence, or by listening to any conversation, it will readily be seen that only a few words strike the eye or the ear which leave a strong impression, the other words grouping themselves around these few so as to push them into the foreground. These may properly be termed strong or emphatic words. Any child can see, after a few moments' drill, that by changing these words a sentence may be read in as many different ways as there are words in it; and he can see almost as readily that only one way will give the exact thought. I have often been surprised at the clear, accurate discrimination of children from six to eight years old. They will catch the meaning of a sentence, and select the emphatic words with as much certainty as the teacher. In this third step, then, pupil and teacher must know every strong word in the lesson, the only precaution necessary being, not to select too many. As all the emphatic words, as well as some others, are inflected words, inflection naturally comes last. The important precautions here are:

- (1.) Remember that an inflected word is not always followed by a punctuation mark.
- (2.) Teach the ear and tongue—the former to distinguish, the latter to utter the *circumflex*—as soon as possible.
- (3.) Refer constantly to the standard, common conversation.

The order of work should be :

1. Select the proper emphatic words.
2. Determine the correct inflections, particular attention being given to the *circumflex*.

Expression, involving emphasis and inflection, admits of more latitude, if possible, than either enunciation or definition. The teacher should be particularly careful, however, not to spread far. There are many differences of taste even among excellent readers; hence positive rules, higher grades, should be sparingly given. The fundamental rule is to work out the thought.

In using this method, long lessons will have to be discarded, a few paragraphs being sufficient for any class. The object to be attained—the acquisition of the principles of reading in such a manner that the pupil can apply them to everything he reads, is a great deal more satisfactory than to give any amount of material carelessly.

This method has been tested in many school rooms with the most positive success in every instance. Defective articulation, unnatural pitch, monotone, and sing-song—the most disagreeable habits acquired in the school room, have been broken up quickly and effectively. More than this, it has awakened an interest in reading, wherever adopted, as great as that in any other study. For the simple reason, I believe, both teacher and pupil know how to do the work required.

That portion of the new law requiring of all applicants for certificates an examination in the elements of the natural sciences, spread intense dismay, for awhile, among teachers and patrons. The former feared they would be entirely excluded from the school room; the latter, that teachers would not be employed except at exorbitant prices. This feeling is now rapidly subsiding. It is at first a premature provision in the law, because the great majority of teachers had not the time or opportunity necessary to qualify in an intelligent manner. There are, however, three good reasons for maintaining that provision.

- (1.) It does not exclude a single teacher from the profession; for those who are not qualified to teach a year or two under provisional certificates, thus securing time to qualify.
- (2.) It places a high standard before the teacher, for which he can always strive.
- (3.) It will ultimately furnish our State with the best corps of teachers in the Union.

On the 8th of July last, I opened a normal institute in the high school room of the Morris street academy. The session to continue six weeks. I had accommodations for fifty. Forty-nine presented themselves, and forty-five worked through the entire session in a very earnest and enthusiastic manner. The teaching was all done by myself. The methods adopted were purely synthetic. The plan, however, was by crowding considerably, botany and physiology were completed, the subject of mechanics in philosophy was mastered, and the characteristics of all classes and the most important facts of zoology, were thoroughly handled.

From my experience, especially during the past summer, it seems to me that at least eight weeks are necessary in order to get over the whole ground in a manner that will be really profitable for teachers. An institute of only one or two weeks' duration, will work more mischief than good. A series of lectures, except in connection with the labor of an institute of proper length, will be more than a two weeks' course of training.

A peculiar opposition, based upon those prejudices excited in the endeavor to elevate both teachers and schools in spite of both teachers and patrons, although that endeavor was made very quietly and unostentatiously, has kept this county back somewhat, but I trust it will not be many years before our schools occupy the same position as those favored with all the advantages that wealth and a large population can give them.

## WILL—S. O. SIMONDS.

Will county has an estimated population of fifty thousand inhabitants; and she supports 208 public schools, conducted at an expense, for the last year, of \$115,546 83, with an enrollment of 11,451 pupils; whence it is obvious that the cost is \$10 90 cents per capita for an average term of six months. Twenty-two of the school buildings are constructed and fitted up for the accommodation of graded schools, so that when all the schools are in session there are employed about 275 teachers.

Applicants for certificates are requested to fill out the following certificate as the first step, viz: "I apply for a certificate to teach a common school in Will county. My name is ———; I was born in ———; am ——— years old, and am ——— married; I attained my education at ——— school; I have taught ——— terms, etc."

A review of these certificates discloses the facts that of 395 applicants for a license, 292 report that they have had no other advantages of school than that attained at common schools. Fourteen had attended a Normal school, and 97 had received less or more instruction, either at private schools, academies, or a college.

A few inductions may be drawn from the facts disclosed in the answers given—that is, the filling of the blanks of these certificates: 1. We ascertain that most of the teachers in the country schools, nearly ninety per cent., are prepared for their work in the common schools, and have no other advantages to learn the ways and means of conducting the work of teaching than there attained. If they have had, mainly, dull, inefficient, badly qualified teachers, it is likely their idea of the work to be done is no better than the examples set for them. As the water becomes tinged and pervaded with the coloring matter introduced into it, so is the mind of every individual effected by his surroundings, and his mentality partakes of the quality of the food with which it has been fed, and when developed and matured it is instinct with the temper of what has caused its growth, and its power is only equal to the resources by which it has been developed. A stream can rise no higher than its fountain.

I well remember the ideal put before me as the acme of the goal to reach, namely, "to be able to read, 'rite, and learn 'rithmetic to the rule of three."

The pupils of the common schools apply to the county superintendent for a license to teach, and with but slight examination, in many cases, a certificate of qualification is granted, and when it expires, on application, it is renewed, may be, by another incumbent of the office, or an officer of another county has faith, and saves the trouble of making the test of scholarship, and issues upon their credentials, thus the rounds are made *ad finem*. The result is that schools are not moved out of the rut they started in, and like the earth in its diurnal circuit there is an everlasting round and round without the least progress.

The cure is thorough superintending; normal schools; institute work and their concomitants, together with the establishment, by law, of a township system of districting, making it mandatory that there be at least one graded school in each district, so located as to accommodate the whole district as favorably as possible, and maintained at the expense of the whole property of the district, thus making a demand for a higher class of teachers with a reasonable assurance on their part that they may obtain an enduring living compensation, and by this means inspire the hope of professional teaching.

2. It is found that but very few of the applicants are married, indicating, perhaps, two facts: either that school teaching will not support one in that relation or that they are too immature in life's career to enter upon so great and vital an undertaking. Comparing the filling of the blanks of ago with that of this, and the latter reason seems the more apparent, especially as regards the gentlemen. This fact illustrates the effeminacy of public sentiment touching the office of school teaching, and shows how thoughtlessly in this we make use of veal instead of the full grown mature ox to lift a nation morally and intellectually into that grand and noble magnitude to which we, as a people, aspire and hope to attain.



How differently do we act on most other subjects. The most mature thought and ripe experience is sought and paid for in almost every other branch of practical life. But in this it is said: "Our children are small, and she will do, if she don't charge too much."

A thorough examination of each applicant was early instituted on our entering upon the duty of superintending the schools of the county, and also grading each certificate, if granted, according to the examination sustained by the applicant.

Thorough examinations and prompting to duty have produced wonderful effect in giving impetus to the efforts of teachers, the sequence of which is disclosed by the records kept of the examinations, which show that the teachers of to-day, even the same persons of three years ago, are in advance from 25 to 40 per cent. in scholarship of their attainments at that time. Indeed a commendable progress, and pays for the effort which has been put forth to accomplish it.

The visiting of schools is no mean undertaking in a county containing twenty-five townships and having the number of schools that are in Will county. A man has to be up and doing, and "light out" many a morning when it would be much more pleasant to sit by a comfortable fire and read the current news of the day. He must study, too, to make his visits practical and efficient, or else he might better save the expense to the county and remain quietly at home.

All of the schools of this county which were in session when making the circuit, have been visited each year during the past two years. It has been the practice to go into a township and visit its schools consecutively, and thus go from township to township until the schools of the whole county have been seen. As nearly as may be estimated the travel to accomplish this work during the two years foots up nearly four thousand miles.

It would make too lengthy a report of these visits to go into detail respecting the work taken up while in the school room. But it may not be amiss to state that we note the number of pupils of both sexes; the number who pursue each branch of study; the condition of the school house; the apparatus, if any, etc. Let it suffice to say that we study to be suggestive without being offensive or too radical in innovation, taking always into consideration the surrounds before we speak or act.

There have been built in the county during the two years past twenty-four new school structures. When we consider that this is an old county and most of these buildings are to put better buildings in the place of those that have been usable, and when we further know that seven of them are graded schools, the facts speak for themselves, and need no further comment.

Braidwood, a place built up in the interest of mining coal, has erected two new graded school structures of wood at a cost of a little more than six thousand dollars for each structure. And the schools are overflowing with numbers, and it is thought they will be obliged to extend by sub-districting, to accommodate all to the advantages of educational culture. New Lenox has erected a two-story wood structure 28<sup>m</sup> 46 feet, at a cost in round numbers of \$6,000. Crete, though a small place, is not to be outdone, and she erects at a cost of \$6,500, a fine two-story structure of wood on a lot of five acres, play ground beautifully located and pleasantly situated. The grounds are the finest of any in the county. May she realize the objects of her hopes. Mokena, too, in the midst of some conflict, trims her plumes and sports the ornament of a fine school house at a cost of \$10,000. This speaks volumes for her enterprise. May she reap her reward. Joliet, in her steady progress, adds to her graded schools two new stone structures, at a cost of nearly fourteen thousand dollars.

We learn from the reports that there has been but \$2,259 31 paid out for school furniture for the two years. This shows how little consideration is given to the comfort and convenience of children in the school room; how parsimonious we are in the cultivation of good taste and the promotion of the pleasure we derive from having the external meet in correspondence to the internal sense; and what a want of properly directed thought there is respecting the power the surroundings of children have to educate and mold their plastic minds.

Apparatus has been but sparsely put in the schools. In the two years there have been but \$818 49 paid for apparatus, the utensils or working tools of the school room. What farmer of two hundred

acres, commencing a new farm, has not paid out more for utensils with which to cultivate and garner the products of the soil? This state of the case puts in the way great impediments to the progress of the schools, and withal is a very expensive way in which to continue. Much time and money are wasted for want of means with which to do.

The outlook of the schools of Will county is pleasant. And when we take a general survey of her educational prospects from the present status of interest manifest, we feel that the conclusion is not induced by false pride, neither is it untrue, notwithstanding the many drawbacks, and discouraging barriers which ought to be removed, when we say that she is not a whit behind, in educational culture and progress, any of her sister counties.

We trust she will ever be educationally dressed in "the trim of pride," and march steadily and majestically apace with the most stately of her sister counties, marking time to the music of the Union and bearing proudly aloft the banner on which shall be inscribed, in golden characters, as an educational motto: "Excelsior."

### WILLIAMSON—A. N. LODGE.

The schools of this county are generally improving and in a prosperous condition; our teachers are becoming more interested in their work, and show, by an increased diligence, that they appreciate the responsibility of their position as instructors of the young. There is yet considerable old fogysm in our ranks, and some who might be termed school-keepers. It seems they fail to appreciate the benefits to be derived from a practical and diversified method of imparting instruction, and denounce all new theories as useless innovations. Our institutes, however, are exerting a salutary influence in eradicating those evils; our last institute was well attended, and, as a general thing, the teachers manifested an unusual interest in the exercises, which were highly instructive and interesting. The moral and religious character of many of our teachers has a good influence in raising the moral status of the neighborhood in which they labor, a labor that all teachers should heartily engage in, for intellectual culture without moral integrity will not accomplish its desired mission.

We feel the want of professional teachers very much—a need that we can scarcely expect to supply, so long as directors and patrons insist on employing those who will work for the least possible money, as it is impossible for a professional teacher to work for the same wages that will employ one who seeks merely to make teaching a stopping-stone to something better. Directors and patrons manifest quite a lively interest in the success of their schools, yet they are dilatory about visiting them and making themselves acquainted with their progress by personal observation. One of the greatest drawbacks to the success of popular education here is the irregularity of attendance by pupils, a trouble that is almost impossible to remedy short of a statutory provision making it an obligatory duty of parents and guardians to send their children to school. Such an enactment would doubtless meet with bitter opposition, yet is it not the duty of those who do appreciate the benefits of an education, to endeavor to secure the advantages of scholastic instruction for the many children whose parents and guardians through willful neglect and unpardonable penury refuse to allow their children the advantages of intellectual training?

There is great room for improvement so far as buildings and apparatus are concerned. We have some good and comfortable school houses, with a reasonable supply of good furniture and apparatus, but in many instances the houses are wretched makeshifts, entirely destitute of furniture that is in any way adapted to the comfort of the teacher and pupils.

There are many of the friends of education seeking diligently to overcome the evils arising from a false economy, and their efforts will succeed to some extent ere long. Our county is rapidly increasing in population; our agricultural and physical resources are in a progressive state of development, and it is to be hoped that our educational interests will keep pace to such an extent, that, ere long, Williamson will take rank with the most progressive counties of Southern Illinois in point of intellectual improvement.

The recent law of our Legislature, making the work of a county superintendent entirely subject to the dictation of a county board, is a great evil, and one that every friend of education should seek to get rid of as soon as possible. I do not think a county superintendent should in any degree be held responsible for the progress of education in a county where his hands are tied by a body of men, who in many instances take but little interest in the cause, and who seek to make their administration popular by a parsimonious economy of the public money. Would it not be better to allow the county superintendent a fixed salary sufficient to enable him to devote his entire time and energies to the work before him? In my opinion there is scarcely anything better calculated to give vitality and strength to a system of public schools in a county, than a wide-awake, conscientious and energetic county superintendent.

## COLLEGES, SEMINARIES AND OTHER INSTITUTIONS OF LEARNING.

Section 79 of the act entitled "An act to establish and maintain a system of free schools," in force July 1, 1872, contains the following provision :

"It shall also be the duty of the president, principal or other proper officer of every organized university, college, seminary, academy, or other literary institution, heretofore incorporated or hereafter to be incorporated in this State, to make out or cause to be made out and forwarded to the office of the Superintendent of Public Instruction, on or before the first Monday in November, in each year, a report setting forth the amount and estimated value of real estate owned by the corporation, the amount of other funds and endowments, and the yearly income from all sources, the number of instructors, the number of students in the different classes, the studies pursued and the books used, the course of instruction, the terms of tuition, and such other matters as may be specially requested by said superintendent, or as may be deemed proper by the president or principal of such institutions, to enable the Superintendent of Public Instruction to lay before the Legislature a fair and full exhibit of the affairs and condition of said institutions, and of the educational resources of the State."

In accordance with this requirement of the law, a circular letter was sent to every such institution in the State, whose existence was known to me, requesting for publication a statement giving the information as required by the law. No other items were specified, and no forms for the reports were sent out. Following are the reports received in reply :

### ILLINOIS COLLEGE, JACKSONVILLE.

[Statement furnished by President STURTEVANT.]

I was not aware that the Legislature had enacted any such law as that of which you send me a copy, till you called my attention to it. The information requested is as follows :

*Endowment yielding interest.....	\$84,000 00
Property and obligations not yielding interest.....	51,000 00
College site and buildings.....	100,000 00
Library and apparatus.....	7,000 00
Whipple academy and furniture.....	15,000 00
Prize funds .....	1,500 00
Total valuation .....	\$258,500 00
Present annual income.....	13,262 63
Number of students in college proper.....	62
Number of students in all departments .....	328

All charges made by the College amount to \$36 per annum.

PRIZES.—One hundred and fifty dollars per annum are expended in prizes for the encouragement of excellence in the various branches of learning.

The libraries connected with the College amount to about 10,000 volumes. The numbers given above are those of the catalogue of 1871-72. The catalogue for 1872-73 is not yet published.

\* Since the above amount was reported, the College has received a donation of \$50,000.

## MCKENDREE COLLEGE, LEBANON, ST. CLAIR COUNTY.

[Statement by President ROBERT ALLYN.]

The following are the several items of information required by law concerning McKendree College:

Real estate, 20 acres of ground in College campus, with four buildings thereon .....	\$36,500
Value of library and apparatus, together with cabinet .....	12,500
Land in other counties .....	5,000
Funds and endowments .....	31,500
Total .....	\$85,500
Yearly income .....	7,460
Number of instructors .....	
Seniors .....	
Juniors .....	
Sophomores .....	
Freshmen .....	
Preparatory .....	

## KNOX COLLEGE, GALESBURG.

[Statement by Prof. A. HURD.]

In reply to your circular letter, I make the following statements:

The estimated value of the real estate belonging to Knox College, including buildings, library, cabinets, apparatus, etc., is .....	\$200,000
It also possesses bills receivable, which are nearly all producing 10 per cent. annual interest to the amount of .....	83,000
The yearly income of the College, from interest upon the above notes, is .....	8,300
From rents of land, about .....	1,000
From tuition and contingencies, about .....	6,500
Making a total of .....	\$15,800

The present faculty of instruction consists of 12 persons, including the presidency, which is temporarily vacant. Knox College consists of the college, a female seminary, and a preparatory department. The courses of study are the usual College course, a Scientific course which embraces the entire College course, except the ancient languages, a collegiate course of study for young ladies, a course preparatory for College. The preparatory department also furnishes instruction in a number of branches of study usually pursued in academies and high schools. The number of College students 50, of female seminary students 40, and of preparatory students 150. Tuition in the College and seminary is \$30 per annum, and in the academy or preparatory school \$20 per annum. The books in the various departments and studies of the school are so numerous that an enumeration is not possible. Loomis' mathematical course has been used for some years, and in all branches of study endeavor to use the best books to be obtained.

## SHURTLEFF COLLEGE—UPPER ALTON.

[Statement by Pres't A. A. KENDRICK.]

In compliance with your request and according to the provision of the statutes of the State of Illinois, I herewith submit report of Shurtleff College, located in Upper Alton:

Real estate—estimated value .....	\$41,000
Other funds and endowments .....	100,000
Yearly income from all sources .....	12,000

Number of instructors ..... Twelve.  
 Number of students (as per enrollment at date) ..... One hundred and seventy.  
 Studies pursued, and books used.....As in Preparatory, Collegiate and Theological Institutions of the highest grade.

**Terms of Tuition:**

Preparatory—total, including incidentals and room rent, per annum .....	\$48 00
College     "     "     "     "     "     " .....	60 00
Theological .....	Free.

I desire to say, further, that since the last report to the department, the government of the College have thrown its privileges open equally to persons of both sexes. It may be sufficient to say of the results of this policy, that up to the present time no practical difficulties have presented themselves of so grave a character as to vitiate the obvious good arising from giving to young women advantages equal to those enjoyed by the youth of the opposite sex.

One distinctive excellency of this College is the facility afforded to secure a first class education at a comparatively slight cost.

The Institution is at the present time in the enjoyment of unusual prosperity, and the prospects for the future of this College (one of the oldest schools in the State) are full of promise.

Since the last report some additions of considerable value have been secured in the library and in the apparatus of the Institution.

### MONMOUTH COLLEGE—MONMOUTH.

[Statement by Pres't D. A. WALLACE.]

As by law required, I herewith submit the biennial report of the Monmouth College:

Date of organization .....	September 4, 1856.
Controlling denomination .....	United Presbyterian.

**Real Estate:**

College buildings and grounds .....	\$40,000
Academy buildings and grounds.....	5,000
Unimproved lands .....	2,500
	<u>\$47,500</u>

Funds—over .....	\$70,000
Annual income .....	7,213
Instructors .....	10

**Students—in College:**

**Classicals:**

Seniors .....	17
Juniors.....	17
Sophomores.....	22
Freshmen.....	23
	<u>79</u>

**Scientifics:**

Seniors.....	16
Juniors.....	25
	<u>41</u>
	<u>120</u>

**In the Academy:**

Seniors.....	68
Juniors.....	76
	<u>144</u>

Aggregate .....	<u>264</u>
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### STUDIES.

The subjects studied include all those commonly embraced in the most complete College course.

## COURSES.

There are two Courses—a Classical and Scientific. The Scientific differs from the Classical, in being two years shorter, and including no Greek and but two years Latin.

## TERMS.

Tuition in College, per annum .....	\$30
"    the Academy, per annum .....	24
Incidental fee, per annum .....	8
Matriculation fee .....	5
Boarding, including rooms, fuel and light, per month, from .....	\$14 to 18

## WHEATON COLLEGE—WHEATON, Du PAGE COUNTY.

[Statement by President J. BLANCHARD.]

In accordance with the provisions contained in the "Act to establish and maintain a system of free schools," I have the pleasure of submitting the required report for Wheaton College.

## REAL ESTATE.

The land owned by the College amounts to about one hundred and twenty acres, valued at about seventy-five thousand dollars. This includes the College campus, with the building (now nearly completed), on which nearly fifty thousand dollars have been expended within the last two or three years. Nearly the whole of the building is now in use. It contains a chapel, seating nearly five hundred; a lecture room, seating nearly two hundred; library rooms, music rooms, recitation rooms, cabinet and laboratory offices, kitchen, dining room, store rooms, cellar, parlor, and dormitories, accommodating about sixty young ladies boarding in the building.

## ENDOWMENT FUNDS.

Three Professorships are wholly or partially endowed. The endowment of the chair of Intellectual and Moral Philosophy amounts to \$9,571 71 (besides real estate valued at \$5,000, included under "Real Estate"); of the chair of Logic, Rhetoric and Belles-Lettres, \$11,877 54; of the chair of Mathematics and Natural Philosophy, \$6,339 72—making a total endowment (including real estate to the amount of \$5,000) of \$32,788 97.

## INCOME.

The income for the year closing July 1, 1872 (exclusive of donations to the building fund) according to the annual report of the treasurer, amounted to \$5,772 22, but there is every indication that for the present year, ending July 1, 1873, the income from all sources will be greatly increased.

## NUMBER OF INSTRUCTORS.

The whole number of instructors—including five student teachers—is eighteen, fourteen gentlemen and four ladies.

## NUMBER OF STUDENTS.

The number of students enrolled this term (since September 5th), is one hundred and sixty-one, ninety gentlemen and seventy-one ladies. This does include a number who take only music and drawing or painting lessons. In the regular College course the several classes are represented as follows: Seniors, eight; Juniors, two; Sophomores, five gentlemen and two ladies; Freshmen, five; Senior Preparatory Class, six gentlemen and three ladies; Junior Preparatory Class, thirteen. In the Ladies' Collegiate Course the classes are as follows: Seniors, three; Juniors, two; Second Year Class, twelve; First Year Class, four. Students not included in the above classes are either pursuing select studies, or are in the academic or commercial departments. The number of students enrolled this term indicates a total, for the present school year, of from 250 to 330.

## TERMS OF TUITION, REGULATIONS, ETC.

Tuition in College Course, per year.....	\$30 00
"    Ladies' Course.....	24 00
"    Preparatory Department .....	24 00
Contingent expenses.....	6 00
Book-keeping, Penmanship, and Arithmetic, per year .....	39 00
Business Penmanship, per year.....	10 00
Telegraphing, per year.....	35 00
Vocal Music, per term.....	1 00
Instrumental music, per year.....	39 00
Outline, Object and Perspective drawing (five lessons a week, one hour each) per year .....	10 00
Perspective Shading and Studies from Life (five lessons a week, two hours each) per year.....	20 00
Monochromatic and Crayon Drawing, including Landscapes (five lessons a week, three hours each) per year .....	30 00
Painting in Water Colors (five lessons a week, three hours each) per year.....	35 00
Painting in Oil Colors (five lessons a week, four hours each) per year .....	60 00
Board, tuition (extras not included), fuel and lights for young ladies in Ladies' Hall, per year, half yearly in advance.....	150 00
The same for daughters of missionaries and ministers, engaged in gospel labor .....	100 00
The same, for time less than one year, per week.....	4 25
Table-board, to those rooming out of the building, per week.....	2 50
Unfurnished rooms outside of the College, can be had for from twenty to fifty cents per week.	
Board can be had in private families at from \$3 50 to \$4 50 per week, fuel and light included.	
Rooms in Ladies' Hall are furnished with stove, bedstead, mattress, table, chairs, lamp, washstand and crockery for the same.	

As at Mt. Holyoke, Rockford and other like Institutions, all the young ladies residing in the building, in addition to the care of their rooms, will work one hour each day in the household.

The Faculty shall aim to exercise a parental and moral supervision over the character and conduct of the students.

Among the things required of the students are : a proper deportment ; a decorous intercourse among themselves ; a respectful treatment of their officers ; not to leave town, during term time, or their rooms during study hours or at night, without permission ; a punctual attendance upon all the prescribed exercises of the College, and upon public worship and Bible recitation on the Sabbath.

And that there may be no misunderstanding, the following things are positively disallowed : All offensive, indecent, profane language and behavior ; playing at billiards, cards and other games of chance ; the use of intoxicating drinks and tobacco ; attending any secret society while connected with the College ; all disorder in rooms for study, or in College buildings, or on College premises, particularly at night ; injury to College property ; throwing water, fire or filth from the windows ; desecration of the Sabbath ; the propagation of infidel sentiments ; interchange of visits between the sexes in their private rooms, or the occupation of the same room for study, except in company with the family where they board ; entering the marriage relation while members of College ; everything, in fact, inconsistent with the utmost propriety of intercourse between young ladies and young gentlemen, and therefore adverse to the most successful improvement of their minds, morals and hearts.

For any violation of these rules or other disorderly conduct, any officer of the College has power to suspend a student till the next meeting of the Faculty.

## ILLINOIS WESLEYAN UNIVERSITY, BLOOMINGTON.

[Statement by President O. S. MUNSELL.]

This Institution is now entering upon its sixteenth year of actual life, its nominal chartered existence dating back to 1851. It has met the usual difficulties attendant upon the organization of new institutions by denominational enterprise, it being, as its name indicates, under the patronage of the Methodist Episcopal Church. Its present status is essentially as follows :



## I. CHARTER.

It enjoys the privileges of a very liberal charter, conferring upon it full university powers, and it is the fixed purpose of its managers to make it a University in fact, as well as in name, and to add to the College of Letters and of Arts, now in successful operation, schools of Science, of Law, Medicine, and Theology; and it is confidently hoped that steps already taken will result in the opening of the Law and Theological departments at the opening of the next college year.

## II. FINANCES.

The real estate proper of the University consists of a beautiful campus of ten acres in the city of Bloomington, valued, with the two buildings upon it, at \$135,000. The old building—the one hitherto occupied—is a plain but substantial brick 45 by 70 feet, three stories high. The new building, said by competent judges to be architecturally one of the handsomest in the west, is 70 by 140 feet, and five stories high, including the stone basement, which is almost wholly above ground, and is light and airy. This building, which will cost when complete \$100,000, is now partially occupied. The endowment funds in lands, notes, bonds and mortgages amount to \$80,000. Its museums, libraries, apparatus, etc., etc., may be estimated at \$20,000 more. Its annual income from all sources is about \$8,000 per annum.

## III. THE FACULTY,

as now organized, consists of the following gentlemen, viz :

Rev. Oliver S. Munsell, D. D., President, and Professor of Ethics and Metaphysics.

H. C. DeMotte, A. M., Vice President, and Professor of Mathematics.

Rev. J. R. Jaques, A. M., Professor of Greek and German Languages.

B. S. Potter, A. M., Professor of Agriculture and (*pro tem.*) of Natural Science.

S. S. Hamill, A. M., Professor of Elocution and English Literature.

George B. Crow, A. M., Professor of Latin Language and Literature.

Hon. R. E. Williams, Professor of International and Constitutional Law.

J. L. White, M. D., Professor of Anatomy, Physiology and Hygiene.

F. A. Packer, Professor of Music, Musical Composition and Thorough Bass.

C. P. Merriman, Instructor in French, Spanish and Italian.

## IV. COURSES OF STUDY.

These are full, complete and systematically arranged. The classical course is substantially that of the best Universities in the land, requiring four years in College after the usual preparatory course. The scientific course in all cases includes a full course in Latin, a larger amount of work in the English language, and in the special sciences, than the classical and a year in German. It is the design ultimately to extend it until in labor and completeness it shall equal the classical. It now requires the same amount of time and labor in the College, and but one year less in the Preparatory School.

It is the aim of the Faculty, to an unusual extent, to combine the lecture system of teaching with the ordinary system of class recitations, and full courses of *day* and *evening* lectures have been arranged, affording unusual advantages to students in this respect, as the topics embrace nearly the whole range of the regular course of study.

The Museum of the University is extensive, well selected, and valuable, and the facilities for instruction in all departments are very good.

## V. ATTENDANCE.

There are now about two hundred young ladies and gentlemen in actual attendance, and the number is steadily increasing, and it is the fixed determination of the Trustees and Faculty to leave no effort untried necessary to make the Illinois Wesleyan University the peer of any institution in the land.

## EUREKA COLLEGE—EUREKA, WOODFORD COUNTY.

[Statement by Prof. A. M. Weston, Acting President.]

In obedience to the law of the State, I have the honor to transmit to you the following report of Eureka College:

This Institution originated in Walnut Grove Academy, was erected in 1849, and chartered as a College in 1855. It has two college buildings situated in a large and beautiful campus, well shaded with forest trees. Libraries of about a thousand volumes belong to the College, and a museum, more than correspondingly large, of specimens pertaining mainly to Geology and Natural History.

Besides this property, estimated at \$60,00, an endowment fund, bearing eight and ten per ct. interest, has been raised to the amount of fifty thousand dollars; upwards of twenty thousand of which is unconditional, and the remainder conditioned on its being raised to one hundred thousand dollars. Though under the more especial care of the Disciples or Christians, the College has an attendance drawn largely from all classes, and does not propose to force its religious tenets upon any, trusting that a respect for religion and a regard for morality and truth, will lead all who may be educated within its walls to lives of enlightened usefulness and happiness.

The average attendance is about one hundred and fifty, of whom perhaps one-third are young ladies, the number of the latter coming from abroad having materially increased during the present year. The students come from all parts of the State, with a few from other States. The studies pursued vary largely, going over the whole range of English and Classical, Scientific, Modern and Special. Besides the studies of the usual Baccalaureate and Scientific courses, a two years' course is arranged in preparation for the Christian ministry, one of two or three terms for Business, and special attention is paid in the Spring term to a review of all the branches taught in the common schools of the State. In view of the present demands made of teachers, classes in the Natural Sciences are formed each term.

Since the origin of the Institution over sixty graduates, mostly from the Baccalaureate course, have gone forth and entered the various walks of life. To this number eight or ten are now added annually.

Tuition in the Bible Department is free; in the Preparatory, eight dollars per term of twelve or thirteen weeks; College, ten dollars; Commercial, fifteen dollars; Instrumental Music and Vocal Culture, twelve; in class, three dollars. Boarding in private families costs four dollars per week; self-boarding is often reduced to two dollars.

About one-half the students are in the common branches, one-third in higher English and scientific, one-fourth in the languages, from twenty-five to forty in the Bible, and a like number in the commercial and teachers' classes. From this it will be evident that large latitude is given in selected studies, and that departments are considerably intermingled.

The members of the Faculty, all of whom have been connected for several years with the Institution, are as follows: H. W. Everest, President and Professor of Philosophy and Sacred Literature; A. S. Fisher, Professor of Mathematics; A. M. Weston, Professor of Greek and Modern Languages; J. M. Allen, Professor of English Literature; B. J. Radford, Professor of Latin; O. P. Hay, Professor of Natural Science; E. H. Plowe, Professor of Vocal and Instrumental Music. ]

Permit me to suggest that if the reports in regard to colleges sustained by the private enterprise of the people, of which this is one, shall in any degree influence legislative action, that the legislation ought to be such as to foster these institutions in which the higher education of our people is mainly obtained.

## LOMBARD UNIVERSITY—GALESBURG.

[Statement by Rev. WILLIAM LIVINGSTON, A. M., Provisional President.]

Value of real estate.....	\$70.00
Other funds and endowments.....	100.00
Yearly income, etc.....	10.00

## Number of students in the different classes:

Freshmen.....	
Sophomore.....	
Junior.....	
Senior.....	
Preparatory.....	
Academic or common and higher English.....	

For books used in Classical, Scientific and Literary courses, and scheme of study, see Catalogue.

## EXPENSES PER QUARTER OF TEN WEEKS.

Preparatory:	
Common English branches.....	\$3
Higher " ".....	4
Classical.....	6
Collegiate and Scientific course.....	2
French, German and Italian, each—extra.....	3
Drawing—extra.....	5
Monochromatic—extra.....	5
Ornamental Leather Work—extra.....	5
Wax Flowers and Fruits—extra.....	2
Painting in Water Colors—extra.....	5
Grecian Painting—extra.....	5
Oil Painting—extra.....	10
Instrumental Music—extra.....	10
Use of Piano for practice, one hour a day, per term.....	2
Thorough Bass and Musical Composition.....	12
Vocal Music, in classes.....	1
Extra Incidental Expenses.....	

Bills for Tuition and Incidentals must be paid in advance.

The Institution does not provide rooms or board for students. Both may be obtained in private families at rates as low as the times will allow. At present from \$4 to \$5 per week.

Many greatly reduce their expenses by boarding themselves.

Students of any department of the University may receive instruction at reduced rates in "Business College," located at Galesburg.

## LINCOLN UNIVERSITY.

[Statement by President J. C. BOWDON.]

In compliance with the requirements of the act of the late General Assembly of our State, I give you the following statement of the property, endowment, income, etc., of Lincoln University:

Value of real estate, buildings, library and apparatus.....	\$5
Endowment funded and notes.....	2
Increase of endowment—past year—about.....	2
Income from all sources.....	
Number of instructors.....	
Number of students, last collegiate year.....	
Males.....	
Females.....	
Number of students in attendance, present term, opening September 2, 1872.....	
Senior class.....	
Junior.....	

Sophomore.....	4
Freshmen.....	17
Preparatory Department.....	106

In the University, the studies are so arranged as to constitute three different courses: The Classical, the Latin Scientific, and the Ladies' Course.

The Latin Scientific Course embraces all the sciences enumerated, and includes the Latin through Cicero's Orations; or Greek, through Homer's Iliad.

The Ladies' Course embraces all the elementary branches and all the scientific, also the mathematics through elementary algebra, and the Latin through four of the Orations of Cicero.

Those who do not wish to graduate are permitted to select their studies, provided they are prepared to pursue them in the regular classes profitably.

Professor S. S. Hamil, Professor of Elocution, gives a course of instruction in the University at a reasonable charge, whenever a class is formed.

The Department of Music is placed in charge of an accomplished teacher, and instruments for practice supplied in the University.

The students have organized four Literary Societies—two for gentlemen, and two for ladies. These societies hold weekly meetings in splendid halls set apart for the purpose, in the University. The faculty and trustees foster these societies with all care. A well-furnished library is kept in the building, and is accessible to all without cost, thus furnishing aid in the essays, orations, debates and readings, for the students.

A Department of Theology has been established, and a professor elected, who is at present in the field rapidly pushing the endowment to a sum sufficient to sustain the department. It is in contemplation to establish a Department of Law, at no distant day.

The University is controlled by the Synods of Indiana, Illinois, Central Illinois, Sangamon and Iowa—of the Cumberland Presbyterian Church. The classes were organized first in October, 1866, and have steadily increased in patronage, endowment, and general facilities for instruction.

#### TUITION AND CONTINGENT TAX.

##### Preparatory Department:

Fall Term of 16 weeks.....	\$8 to \$10
Winter " 12 " .....	6 " 8
Spring " 12 " .....	6 " 8

##### Collegiate Department:

Fall Term of 16 weeks.....	\$10 to \$12
Winter " 12 " .....	8 " 12
Spring " 12 " .....	8 " 12

#### EXTRA CHARGES.

##### Piano or Vocal Music:

Fall Term of 16 weeks.....	\$16 00
Winter " 12 " .....	12 00
Spring " 12 " .....	12 00

#### CONTINGENT TAX.

Fall Term.....	\$2 00
Winter or Spring Term.....	1 50
Use of piano, Fall Term.....	3 00
Winter or Spring Term.....	2 00

The Collegiate year begins first Monday in September; closes middle of June.

## NORTHWESTERN COLLEGE, NAPERVILLE, DuPAGE COUNTY.

[Statement by Rev. A. A. SMITH, A. M., President.]

This Institution, under the patronage of the Evangelical Association, has a pleasant and healthy location in the town of Naperville, which is situated on the Chicago, Burlington and Quincy Railroad, thirty miles west of Chicago.

The courses of study are as follows:

Classical course (preparatory).....	Two years.
Classical course (college).....	Four years.
Scientific course.....	Four years.

[Candidates for this course will be examined thoroughly in the following studies: 1. English grammar. 2. Geography—descriptive and physical. 3. History of the United States. 4. Mathematics—practical and higher arithmetic, elementary algebra. 5. Latin—grammar and reader, Latin composition and Cæsar, one book. Greek may be substituted in this course for Latin.]

Ladies course.....	Three years.
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[Candidates for this course will be examined in English grammar, physical and descriptive geography, history of the United States, practical arithmetic and elementary algebra.]

## English preparatory and normal course.

[Students of this department will, so far as their studies correspond, recite with the classes of the regular courses.]

German course.....	Three years.
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The Business Department embraces two courses—one six months, and the other a year in length.

Department of Fine Arts embracing music, drawing and painting. Systematic and thorough instruction is given in vocal and instrumental music. Drawing includes perspective, penciling, crayon and charcoal sketching, from objects, cuts, casts, and from nature. Painting in oil includes studies in color, from engravings and from nature. A full course in either drawing or painting includes the study of the theory and history of art, in their application to both drawing and painting.

Young men and women are admitted on equal terms, and recite together when pursuing the same studies. Young women are encouraged to take a full collegiate course, and some avail themselves of the privilege of doing so.

The College building, erected two years ago, is an elegant and commodious edifice of stone, containing spacious recitation rooms, a large chapel, society halls, rooms for about seventy-five students, and conveniences for boarding

## STATISTICAL SUMMARY.

Number of pupils in senior class.....	2
“ “ junior class.....	4
“ “ sophomore class.....	6
“ “ freshman class.....	10
“ “ college preparatory.....	28
“ “ other departments.....	130
“ “ graduating during the year.....	5
Whole number of graduates since organization of Institution.....	26
Number of professors and instructors.....	11
Value of buildings, furniture and grounds.....	\$60,000
Amount of endowment, exclusive of buildings, etc.....	85,000
Number of volumes in library.....	600
Value of libraries.....	\$800
Charge per annum for tuition in regular course.....	18
Necessary incidental expenses per annum.....	6
Average of total annual expenses per student.....	150
Date of annual commencement.....	Second Wednesday of June

## AUGUSTANA COLLEGE AND SEMINARY, PAXTON, FORD COUNTY.

[Statement by T. N. HASSELQUIST, President.]

Number of professors.....	4
" students in preparatory department.....	21
" scientific department.....	11
" classical department.....	13
Whole number of students.....	45
Number of freshmen.....	7
Number of sophomores.....	4
Total amount of endowment fund.....	\$11,000 00
Value of buildings and grounds.....	12,000 00
Value of real estate, exclusive of site.....	30,000 00
Total value of funds, etc., owned by corporation.....	\$53,000 00
Number of acres of land owned, exclusive of site.....	740
Weeks in scholastic year.....	40
Cost of tuition per year.....	\$30 00
Average cost of boarding per week.....	2 50
Estimated total expenses per year, including boarding.....	150 00
Number of volumes in library.....	7,100
Library of Phrenakoemian society.....	30
Number of reviews and papers taken.....	8
Total income during the year.....	\$2,640 00
Amount paid for instruction during the last year.....	2,000 00
Paid for repairs and improvements.....	1,320 00

## ST. IGNATIUS COLLEGE, CHICAGO.

[Statement by Rev. J. S. VERDIN, Vice-President.]

This Institution, conducted by members of the Society of Jesus, is regularly chartered according to law, and empowered to confer all the academic and honorary degrees usually conferred by universities.

There are two distinct courses of study: the Classical and the Commercial. The Classical course is designed to impart a thorough knowledge of the English, Greek and Latin languages, of mental and moral philosophy, of pure and mixed mathematics, and of physical sciences. The Commercial course embraces all the branches of a good English education.

The study of the German and French languages, of drawing, and of vocal and instrumental music, is optional in either course.

Pupils who are not sufficiently advanced to enter the classical or the commercial course, are received into the preparatory department, provided they know the table of multiplication, and are able to read and write.

The College is intended for day scholars only. Those who live at a distance may procure suitable board and lodging in the neighborhood.

The scholastic year consists of but one session, beginning on the first Monday in September and closing about the end of June, at which time, after due examination of the classes, the annual commencement exercises are held.

On completing the classical course, the degree of Bachelor of Arts is conferred on all who prove deserving of that distinction, and after two years creditably spent in some literary pursuit, the graduate is entitled to the degree of Master of Arts.

CLASSICAL COURSE.—This course is designed to impart a thorough knowledge of the English, Greek, and Latin languages; of mental and moral philosophy; of pure and mixed mathematics; and of physical sciences. It is completed in six years. The students in this course are divided, according to their proficiency, into six classes, which correspond with the six years of the course.

**COMMERCIAL COURSE.**—This course embraces all the branches of a good English education completed in four years.

**PREPARATORY.**—Pupils who are not sufficiently advanced to enter the classical or commercial are received into the preparatory department, provided they know the table of multiplication, and are able to read and write.

**FRENCH AND GERMAN.**—The study of French and German is optional in either course. Instruction in these languages is given without extra charge.

**TERMS.**—For tuition, per session of ten months, sixty dollars.

Real estate, including buildings, etc.	\$35
Liabilities	12
Tuition (the only present income) per year, about	
Number of officers and instructors	
Number of students in classical course	
“ “ commercial course	
“ “ preparatory department	

The board of managers of St. Ignatius College have, subject to their direction, besides the following schools, intended for the education of children that cannot follow the College course.

*I.—The Holy Family Parochial School, for Boys.*

Real estate, valued at	\$
Tuition, at the option of parents	From gratis to
Number of instructors	
“ pupils—average attendance	

Books used: Worcester's Spellers; O'Shea's Progressive Series of Readers; Mitchell's Geography; Stoddard's Series of Arithmetics; Gilmour's Bible History; Kearney's History of the United States; Murray's Grammar and Exercises; Mayhew's Book-keeping.

The school has no income, except what is derived from the tuition, paid at the option of the parents of the pupils, and from occasional contributions from the congregation of the Holy Family Church.

*II.—St. Aloysius School, for Girls.*

Real estate, valued at	\$
Tuition, optional on the part of parents	From gratis to
Number of teachers	
“ pupils—average attendance	

Books, about the same as in the boy's school. The income from the same source as in the boy's school.

*III.—St. Stanislaus School, for Girls and small Boys.*

Real estate, valued at	
Tuition, optional	From gratis to
Number of teachers	
“ boys—average attendance	
“ girls—average attendance	

The income from the same source as mentioned above.

### CARTHAGE COLLEGE, CARTHAGE.

[Statement by L. F. M. EASTERDAY, A. M., President.]

This institution, figuratively, grew out of the ashes of several defunct colleges, so called, in Illinois and Iowa. The several colleges under the auspices of the Lutheran church in this region could not be sustained by the consequent small number of patrons of each. And, whilst the efforts were disastrous to the colleges, they were edifying to the church, and all things were perhaps not unprofitable. Then, as no permanently organized institution under the control of the “General Synod” section of the Lutheran church at that time existed west of Wittenberg,

cated at Springfield, Ohio, and as it had become evident that the interests of the church demanded the establishment of a college in the west, and as the church had from its experience learned the absolute necessity of union and concentration of efforts, an educational convention was called to meet at Dixon, Illinois, on the 31st of August, 1869. At this convention were represented the Synods of Northern Illinois, Central Illinois, Southern Illinois, and Iowa. Great harmony prevailed in this body; and, in accordance with its recommendation, three commissioners were appointed by each of these four synods. The duty of these commissioners was to act upon the locating and founding of a first class collegiate institution for the Lutheran church in the west. From among the propositions made by the citizens of various cities and towns, the commissioners chose that one tendered by the citizens of Carthage, Hancock county, Illinois. This they did both on account of the favorable geographical position of the location and the generous offer of the citizens to furnish the site and the necessary College buildings. In lieu of this the representatives of the church pledged themselves to supply the teaching force and the endowment fund, and also reserved the privilege of being represented in the future board of trustees by two-thirds of the members thereof.

Carthage is a pleasant town of about 25,000 inhabitants,—located about twelve miles east from Keokuk, Iowa, and at the crossing of a branch of the C. B. & Q. and T. W. & W. Railroads. The citizens promptly began the work of erecting a beautiful and substantial edifice after the most approved modern plans, and at the edge of the town, upon a slight eminence which commands a very extended and picturesque landscape. The commissioners also promptly, in suitable rooms in the town, established a classical school, preparatory to the College proper, under the principalship of Prof. L. F. M. Easterday, A. M. This was opened on the 6th of September, 1870, and continued in successful operation for two years. Against the beginning of the third year the College building had been completed,—additional teaching force had been provided, and an increased number of students were in readiness to enter the institution. At the present, two regular professors, L. F. M. Easterday, A. M., and Rev. D. L. Tressler, A. M., a tutor and a teacher of German, are doing service. One hundred students—two-thirds males and one-third females—are in attendance. A small Sophomore class and a larger Freshman class have been formed. A class of about fifteen are preparing to enter Freshmen in the fall of 1873. The endowment fund has been raised to about \$35,000, and the financial agent is still actively engaged in the work. A full faculty will be organized as early as the funds will justify it. The course of study laid down for the institution does not, in grade, fall below those of the best institutions in the west. Those in charge of the institution propose to do their work carefully and thoroughly. Some of the text-books already adopted are Ray's Arithmetics, Loomis' Higher Mathematics, Mitchell's Geography, Swinton's U. S. History, Willard's Universal History, Clark's English Grammar, Harkness' Latin, Hadley's Greek, Hart's Rhetoric, Lockyer's Astronomy, etc. The tuition for a term of sixteen weeks ranges from \$11.00 to \$13.00; but for the whole year of forty weeks, paid in advance, it is reduced to from \$23.00 to 27.00. Arrangements are being made to bring the current expenses of students down to the lowest possible figure. All things seem to indicate that Carthage College will promptly take a prominent position among the institutions of learning in the great valley of the Mississippi.

#### CHICAGO THEOLOGICAL SEMINARY, UNION PARK, CHICAGO.

[Statement by G. S. F. SAVAGE.]

The Seminary was incorporated in 1855, and opened for students in 1858; has Alumni of 132.

The new year commenced September 12, 1872, and there are now in the classes—

Resident graduate.....	1
Senior class.....	22
Middle class.....	11
Junior class.....	21
In all.....	55



Estimated value of real estate, unproductive.....	\$118,850 00
Invested funds and bills receivable for Professorships, scholarships, etc.....	207,591 00
In all.....	\$326,441 41
Less debts.....	25,839 19
Estimated value of assets.....	\$300,602 22
Income from all sources about \$15,000 for the year.	
No tuition or room rent charged.	

### THE BAPTIST THEOLOGICAL SEMINARY, AT CHICAGO.

[Statement by G. W. NORTHRUP, D. D., President.]

This Institution commenced operations October 2, 1867. It now has four instructors and fifty students. The course of instruction embraces Systematic Theology, Church History and Church Polity, Biblical Interpretation and Exegeses, Homiletics and Pastoral Duties. It has a Scandinavian department for the benefit of those speaking the Danish and Swedish languages. Tuition and room rent are free. The students manage the boarding department under the direction of a Matron, so that good board is furnished at from \$2 25 to \$3 00 per week.

Seminary building and grounds are valued at.....	\$85,000
Other real estate.....	15,000
Endowment fund.....	80,000
Annual income.....	8,000

G. W. Northrup, D. D., President; G. S. Bailey, D. D., Secretary of Theological Union.

### UNITED PRESBYTERIAN THEOLOGICAL SEMINARY OF THE NORTHWEST, MONMOUTH, ILLINOIS.

[Statement by ALEXANDER YOUNG, D. D., President.]

In compliance with your circular, the following statement is furnished :

The United Presbyterian Theological Seminary of the Northwest has no real estate. There is a subscription to an endowment fund of fifteen thousand dollars, a part of which is collected and invested, and interest is paid on the uncollected subscriptions. The interest on these funds and subscriptions, and contributions by the United Presbyterian Churches in Illinois, Iowa, Wisconsin, Minnesota, Missouri, Kansas, and Nebraska, amounting to twenty-six hundred dollars yearly, support the Seminary. The course of study extends through three years. There are now enrolled twenty-one students—ten of the first year, five of the second, and six of the third. Seventeen of these are College graduates in Arts, and three more will receive the same degree at the next commencement. The course of study is as follows :

Theology—Didactic, Polemic, Practical and Pastoral.

Hermeneutics, including the etymological study of the Hebrew and Greek text, Chronology, Hebrew, Greek and Roman Antiquities ; Sacred Geography ; the Natural History of the Scriptures ; the Principles of Biblical Interpretation and Criticism, and all kindred subjects suited to make students able interpreters of the Word of God.

The History of the Church—in its organization and development under the economy of the Old Testament and the New, as stated in the Scriptures ; the connection of Sacred and Profane History ; the rise, progress, and results of doctrines, discipline and practice.

Sacred Rhetoric—in its connection with elocution and the composition and delivery of discourses, and the oratorical work of the Christian Ministry.

In all these departments the best available authors are used as text and reference books, supplemented by comments and lectures of the Professors. The fullest inquiry is encouraged on the part of the student, and the design of the Professors is to have the intellect and heart developed by the exercise of the student's own powers. There are three professors—

Alexander Young, D. D., LL. D., Professor of Theology in all its departments, and filling the Professorship of Sacred Rhetoric.

A. M. Black, D. D., Professor of Hermeneutics.

John Scott, D. D., Professor of Ecclesiastical History and Church Government.

Lectures on special topics are delivered by ministers and others, under the direction and the appointment of the Faculty, and all proper means are used to make efficient workers in teaching, maintaining, defending and extending Christian truth.

As in Theological Seminaries, generally, there is no charge for tuition here, and students of all Evangelical Churches are on an equality of privilege with those who are preparing for the ministry in the United Presbyterian Church.

The Seminary Library contains 2,250 volumes, and students have the free use of the Library of the Monmouth College, and the Warren County Library—in all, upwards of 5,000 volumes.

As long as the Seminary is continued in Monmouth the rent of property donated by Wm. P. Pressly, Esq., of Monmouth—about \$400 00 annually—must be used for the increase of the Library.

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#### EVANSTON COLLEGE—FOR LADIES.

[Statement by FRANCES E. WILLARD.]

This institution is the ladies department of the Northwestern University. Its students are instructed there and share all the benefits of its large endowment. Apart from this the College owns real estate worth about \$60,000, and will, within a year, complete a building worth \$75,000.

There are in all departments 300 pupils.

Tuition \$10 per term; three terms per year.

This is an institution unique in that its affairs are controlled by a board of lady trustees, and that its president is a lady, and that the co-education idea is here carried out to the fullest extent; gentlemen and ladies associated in classes; no separate literary societies; ladies on staff of the College paper, etc. The system of discipline is that of *self-government*, entirely different from the usual method and entirely successful.

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#### ILLINOIS FEMALE COLLEGE.

[Statement by W. H. DeMotte, A. M., President.]

The Illinois Female College, located at Jacksonville is, as its name imports, an institution of high grade exclusively for young women. It is owned and controlled by the Illinois Conference of the M. E. Church, but is largely patronized outside of that denomination. It was one of the first schools of its grade chartered by the State; and has enjoyed continuous prosperity since its organization.

It is at present under the presidency of W. H. DeMotte, A. M., who is assisted by a full corps of competent teachers and artists. The aim is to make it more than simply a *school* for intellectual training, a *home* where everything pertaining to the physical, intellectual and moral welfare of the student receives due attention.

The school is divided into the following departments: Literary, Music, Art and Business, so arranged as to be pursued in connection or separately, as is thought best.

The attendance last year was—

Seniors.....	10
Juniors.....	24
Sophomores.....	26
Freshmen.....	21
Preparatory.....	75
Music.....	144
Art.....	21
Total.....	321
Counted twice.....	147
In attendance.....	174

Expenses of students per year are—

Board and tuition in literary department.....	\$230
Music, vocal or instrumental.....	\$50 to \$80
Art, from.....	\$20 to \$50
Tuition of day students, from.....	\$24 to \$40

The building erected two years ago in place of that destroyed by fire, is well adapted to meet the wants of the school; and increased facilities are afforded by recent additions to the cabinet and stock of philosophical and astronomical and atomical apparatus.

#### ALMIRA COLLEGE—GREENVILLE, ILLINOIS.

[Statement by JOHN B. WHITE, President.]

In compliance with the act of July 1, 1872, I have the honor to submit the following report—

Real estate of Almira College.....	\$24,000 00
Other property.....	10,000 00
Income from all sources.....	11,543 05
Number teachers.....	8
Number pupils.....	113
Annual expense of board and tuition.....	\$174 00

The College has two departments—the Normal and Collegiate. There is such a tendency in schools to pass over imperfectly the primary branches, that we have been compelled to maintain a department where a thorough and model drill in these can be had.

The collegiate course embraces four years. The studies for two years about the same as in the freshmen and sophomore classes of colleges. In the remainder of the course studies are pursued adapted to the wants and development of woman, both in the higher departments of knowledge, and in the ornamental and especially in the industrial arts.

#### JACKSONVILLE FEMALE ACADEMY.

[Statement by GILBERT THAYER, President.]

Please find, below, statement showing amount of academic property, etc., for year ending June, 1872:

Value of grounds and building.....	\$50,000 00
Value of philosophical and chem. apparatus.....	300 00
Value of school library.....	1,000 00
Yearly income from tuition.....	2,500 00
Number of instructors.....	13
Resident graduates.....	5

Number pupils senior class.....	25
"    "    junior class.....	40
"    "    second year.....	33
"    "    first year.....	30
"    "    preparatory department.....	41
"    "    pursuing special studies not included in above.....	33
Class in instrumental music.....	100
Class in vocal culture.....	43
Class in painting.....	26
Class in drawing.....	18
Class in Latin.....	22
Class in French.....	9
Class in German.....	2
Class in ornamental work.....	41

### ST. ANGELAS ACADEMY—MORRIS.

[Statement by SISTER FRANCES, Superintendent,]

Owms in real estate.....	\$12, 000
Has a yearly income of tuition.....	10, 000

There are 10 instructors, 60 boarding pupils in the Academy, and 100 day pupils in a Parochial school. In the Academy there are about 20 pupils in each class, and 30 in the day school. All the higher English branches, with Mathematics, German, Drawing and Oil Painting, are taught in the Academy, and only the common branches in the day school. Books in use—Hart's Rhetoric and Literature, Davies for Mathematics, Quackenbos' Natural History, Hitchcock's Physiology, Frodel's Ancient and Modern History, Goodrich's U. S. History, Tenny's Natural History.

Board and Tuition, per scholastic year, \$200.

### SEMINARY OF THE SACRED HEART—CHICAGO.

[Statement furnished by the Religious of the Sacred Heart.]

The improvements designed will, when completed, render it one of the most attractive localities of the West, while an experience of more than five years has proved beyond doubt the salubrity of the situation. The buildings also have been recently enlarged and provided with every improvement which modern art can devise for the insurance of health and comfort. The pupils take daily exercise in the open air when the weather permits, while a complete calisthenic apparatus for indoor exercise contributes to the promotion of bodily strength and grace of movement.

The French language, as well as the German, is taught by natives of the respective countries, which enables the pupils to acquire the pure accent in these languages.

Real estate, including buildings.....	\$150, 000
Liabilities.....	40, 000
Board and Tuition, the only income, per annum.....	18, 000

Tuition in the Parochial school from nothing to \$1 per month (optional).

Number of teachers and officers.....	30
Number of pupils in the Seminary.....	130
Number in Parochial school.....	850
Number in French course.....	100
Number in German course.....	20

Reading room, with Library for the use of the pupils, 2, 500 volumes; one Literary association, regularly organised.

# MT. CARROLL SEMINARY—MT. CARROLL.

[Statement by Mrs. F. A. W. SHIMER, Principal and Proprietor.]

This Institution was incorporated by legislative enactment in 1852. Founded by Frances A. Wood, (now Mrs. Shimer), and Miss C. M. Gregory, in 1853. For thirteen years both sexes were received. It at length became necessary to limit the number in some way, and it was decided to refuse gentlemen students, making it a school for young ladies exclusively. Miss Gregory sold her interest and retired from the Institution in 1869. Mrs. Shimer becoming sole Principal and Proprietor, continues to conduct it with eminent success. The number of students having increased with unprecedented rapidity the past two years, the Seminary building is becoming so crowded as to be inadequate to meet the wants of the school.

The number of students for the current year, about 200. Number of teachers, 15. The course of study is extended and complete. Music and Painting are made prominent.

# NORTH WESTERN GERMAN-ENGLISH NORMAL SCHOOL—GALENA.

[Statement by J. WERNLI, Principal.]

According to my duty as principal of this school, I submit the following report:

Name of Institution: Northwestern German-English Normal School, under protection of the N. W. German M. E. Conference.

Property: House, grounds and apparatus.....\$22,351 96

Income: Endowment, nothing

Tuition.....\$3,389 17

Books.....97 00

Total income.....\$3,486 17

Number of Instructors: Six gentlemen.

	Ladies.	Genit.	Total.
Number of students in Normal department: three years' course.....	3	7	10
“ “ “ “ two years' course.....	11	24	35
“ “ “ “ one year course.....	21	41-	62
“ “ “ “ preparatory course.....	18	35	53
“ “ Model School.....	13 girls.	30 boys.	43
“ “ Branch “.....	28	19	47
Grand total.....			250

Tuition, per term of 10 weeks:

Normal Department.....\$8 00

Preparatory Department.....6 50

Model Department—A class.....5 00

“ “ B class.....4 00

“ “ C class.....3 00

Extras:

Instrumental Music.....\$8 00

Bookkeeping.....2 00

Drawing.....1 00

### MCDONOUGH NORMAL AND SCIENTIFIC COLLEGE.

[Statement by D. BRANCH, Principal.]

The following is a report, as required by law, of the McDonough Normal and Scientific College:

Value of real estate owned by corporation.....	nothing
Amount of other property owned by corporation.....	"
Amount of income.....	Tuition only.
Number of Instructors.....	3
Number of Students past year.....	175
Terms of Tuition:	
Common, per year.....	\$20 00
Higher, ".....	25 00

The course of instruction is intended to be thorough, attended with frequent reviews.

There is a course of three years beyond the common branches.

Five graduated last year. Five or six are expected to graduate at our next commencement.

We supply with teachers very many of the schools of McDonough county, and many of those in our neighboring counties.

Religious exercises are held morning and evening. The Bible is read and its principles of morality are enforced.

Our people have not yet moved in the endowment of the Institution. That event is anticipated.

We have in our Library, the 24 volumes of American Encyclopedia and other reference books accessible to the students. Some Philosophical apparatus is used.

The school building and other property, as grounds, etc., are mostly private property.

### MORRIS CLASSIC INSTITUTE, MORRIS, GRUNDY COUNTY.

[Statement by N. C. DOUGHERTY, Principal.]

This Institution was opened September, 1869, and has now, November, 1872, passed the first term of its fourth year. It is designed to be a select school, in which a limited number of pupils shall have opportunity of thorough instruction in English, classical and mathematical knowledge. In the accomplishment of this object, pupils are prepared for admission into any specified College in our State or country, or they are taught in regular course in such branches of study as will fit them for immediate entrance upon business pursuits. The school has supplied our State with 67 teachers. The present principal is the founder and sole proprietor. Besides the preparatory, there are two courses of study, the scientific and classic.

The furniture is valued at .....	\$3,500 00
Annual income from tuition.....	5,000 00
Number of regular teachers.....	3
Pupils in fourth class.....	15
Pupils in third class.....	30
Pupils in second class .....	60
Pupils in first class .....	45

The first occupies two years, and the second four years.

### GERMAN EVANGELICAL LUTHERAN SCHOOL, AT ADDISON, DuPAGE COUNTY.

[Statement by HENRY BARTLING, Principal.]

This school was organized January 14, 1849, and incorporated February 4, 1852. It is under the patronage of the German Evangelical Lutheran Congregation, at Addison, DuPage county, Illinois.

*Estimated value of Real Estate.*—Thirty acres of land, worth, with buildings, about \$5,000. This school has no other funds and endowments besides the yearly income. The yearly income in the year 1871 was \$1160 95.

*Number of Instructors.*—Two male teachers.

*Number of Scholars now.*—125, divided into three classes. First class consists of 30; the second of 42; and the third of 53 scholars.

*Studies pursued, course of Instruction, Books used, and terms of Tuition.*—The medium of instruction is mostly the German language. The scholars receive instruction in the German and English language, arithmetic, reading and writing in German, vocal music, history of the world, history of the reformation of the church by Dr. Martin Luther, Biblical history, Lutheran catechism, declamation, orthography of German language, translation from the English in the German language (oral and written). The books used are: Holy Bible, catechism of Dr. Martin Luther and Conrad Dietrich, Huebner's Biblische geschichten, Biblische geschichte fuer oberklassen, singing and prayer book, German readers German primer, Lindmann's and Dr. Duemling's arithmetic, Fick's Lutherbuch, Ahns method to learn the English language, and calligraphische musterhefte fuer deutsche schrift. Course of instruction is generally from six to fourteen years of age. Terms of tuition: Yearly, six dollars for each child; but if any one has more than two children attending school, the third pays \$3 and the fourth is free. In addition to this, the members of this school contribute yearly voluntarily. This school is connected since 1858 with the district school at Addison, Ill., district No. 5, in the following manner: Whenever a child is so far advanced that it can read German, it attends both schools alternately half a day each. The medium of instruction is here entirely the English language. The branches taught in the English school are: Arithmetic (written and mental), reading and writing in English, translation from the German in the English language (oral and written), geography, history of the United States, grammar, vocal music, orthography and the elements of astronomy, botany, zoology, natural philosophy, physiology. The schools are kept 10 months every year. In this way we think to secure our children an education in the German and English languages.

#### PEORIA GERMAN SCHOOL ASSOCIATION.

[Statement of ROBERT ROSKOTEN, M. D.]

1. Real estate: One school-house (a large brick building, erected in 1863), with the corresponding lot, unencumbered. Value from \$1,000 to \$1,100.
2. Other funds and endowments: None.
3. Yearly income: It mainly depends on the tuition fee, which varies according to the number of pupils. In the average, it may amount to \$1,000. The deficiency which necessarily thus arises, is covered by the exertions and free contributions of the members of this association.
4. Number of classes: At present there are two classes, with their proper sub-divisions.
5. Number of teachers: Two male teachers (German), and one female teacher (American).
6. Salaries of teachers: \$800 each male teacher. The lady teacher, instructing only six hours per week, receives \$300 per year. In some years, when the finances allowed it, the principal teachers have an extra voluntary gratification, respectively of \$50 and \$100 each.
7. Tuition fee: In the Upper Class it is \$4½, and in the Lower Class \$3, quarterly. On account of the vacancy in autumn, only two months are charged for that season.
8. Number of pupils: About 300, but subject to fluctuations—the smallest number in Summer Term, August and September.

The pupils are about equally divided in both classes.

THE THEOLOGICAL MELANCHTON SEMINARY OF THE GERMAN EVANGELICAL  
SYNOD OF THE WEST, AT ELMHURST, DuPAGE COUNTY.

[Statement by J. ZIMMERMANN.]

1. Value of the property: Thirty acres of land, with good buildings (including a building which is in course of erection), value at \$12,000; the whole \$50,000.

2. Funds: None; maintained by free gifts of the Synod, to which the Seminary belongs.

3. Number of teachers: Two, aided by older pupils. Inspector, Carl Kranz; and Fred. Kranz Professor.

3. Number of pupils: 35, and besides 18 have been rejected on account of want of room; of which 10 have decided to become teachers, 24 ministers, and 1 undecided.

Branches of Instruction: Religion—Bible stories, catechisms, German, Latin, Greek, English, geography, history, arithmetic, geometry, common arithmetic, school knowledge—methodic, dialectic, cathectic; drawing, writing, singing, theory of music—organ, piano and violin instruction.

Pupils pay yearly for board and tuition \$1 50. Those who are unable to pay are not rejected.

EVANGELICAL LUTHERAN TEACHERS' SEMINARY, ADDISON, DuPAGE COUNTY.

[Statement by T. C. W. LINDEMANN, Principal.]

This Seminary is the property of the German Evangelical Lutheran Synod of Missouri, Ohio and other States, and its design is to afford a training school for teachers for the parochial schools with that Synod. None but male members of the German Lutheran Church are admitted as students. Tuition and rooms are free, and in some instances other expenses are paid.

The students receive instruction in the English and German languages, in geography, mathematics, writing, drawing, composition, music (vocal, organ, piano, violin), natural history, physics, history, Bible history, exegesis, catechism and symbolical books. No student is admitted before confirmation, and under the age of fourteen years; and also, now, that is above 25 years.

Years occupied in regular course of study.....	5
Number of pupils passing a full course .....	40
"    "    "    partial course .....	45
"    "    "    graduating during the year.....	25
Whole number of graduates since the organization of the Institution.....	200
Number of professors and instructors.....	3
Value of buildings, furniture and ground.....	\$50,000
Number of volumes in libraries.....	6,000
Value of apparatus.....	\$15 00
Average of total annual expenses per student.....	\$100 to 130
Date of annual commencement, September 1.	

YOUNG LADIES' ATHENÆUM AND THE ILLINOIS CONSERVATORY OF MUSIC,  
JACKSONVILLE.

[Statement by W. D. SANDERS, D. D., Superintendent.]

The Athenæum, as to its essential characteristics, remains as reported in your seventh report, in 1868. Its musical department has undergone an important modification. As an outgrowth of this department, the Illinois Conservatory of Music has been established at a cost of over \$20,000. The aim is a College of Music, with full corps of distinguished European and American professors, furnishing instruction in singing, and on every string and wind instrument, and in every department of theor



and practice, and at much less than the usual cost. The Conservatory has proved a great success. It has now an attendance of about 200 pupils.

The Athenæum property has cost, including its fixtures, over \$20,000. The Athenæum and Conservatory, over \$40,000. The yearly income of both is about \$18,000. The number of instructors in the Athenæum is 17—twelve ladies and five gentlemen. The number of teachers in the Conservatory is six. The average attendance of the Athenæum has been about 175. The books used and the studies pursued are those generally used in first-class Colleges for young ladies.

I beg leave to emphasize our conviction that the peculiarities set forth in your seventh report, as constituting the Athenæum system, "are founded in reason. We believe our new method a great advance upon the ordinary methods, and well worth the candid examination of all who value thoroughness, without routine, and who believe in the possibility of improvements in educational methods.

#### BETTIE-STUART INSTITUTE, SPRINGFIELD.

[Statement by Mrs. M. McKee Homes, Principal.]

The Bettie-Stuart Institute, of Springfield, Ill., now one of the most prosperous female Seminaries in the State, was organized in 1868, by Mrs. M. McKee Homes, with about forty pupils, and before the close of the year this number was increased to seventy-five.

In 1869 an association of enterprising and public-spirited gentlemen obtained a charter, and procured property for the accommodation of the school, which is valued at forty thousand dollars. The furniture and apparatus cost something over six thousand dollars more. In no Institution in the land is the standard of education held higher, and in but few are the facilities for attaining that standard more complete.

Three classes have been graduated, some of whose members hold, at this time, deservedly high places as teachers.

Latin, German, French, Italian and Spanish are carefully taught by competent instructors. Two native German and two native French teachers, three of whom are resident in the family, render it unnecessary that young ladies should be sent to Europe to acquire a practical knowledge of the modern languages.

The music department, under a professor of acknowledged ability, is equal to any in the country. The attendance is constantly increasing. Fourteen teachers and lecturers are now employed.

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# STATISTICAL ABSTRACTS.

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## SUMMARIES BY COUNTIES, PREPARED FROM TOWNSHIP TREASURERS' REPORTS, 1871.

GENERAL STATISTICS, SHOWING THE CENSUS, NUMBER OF SCHOOLS, ENROLLMENT, TEACHERS, ATTENDANCE, ETC.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of white persons under 21 years of age.....	No. of colored persons under 21 years of age.....	Total under 21 years of age	No. of white persons between ages of 6 and 21....	No. of colored persons between 6 and 21.....	Total number between ages of 6 and 21.....	No. of school districts.....	No. of districts having no schools.....	No. of districts having less than 6 months school.....	No. of districts having schools 6 months or more.	Total number of free public schools sustained.....	No. of calendar months schools sustained.....	No. of days schools actually in session.....	No. of male pupils enrolled.	No. of female pupils enrolled.....	Total number of pupils enrolled.....	No. of male teachers.....	No. of female teachers.....	Total number of teachers...
Adams.....	27,669	290	27,959	21,723	115	21,901	188	1	8	179	184	1,275	94,758	8,114	4,422	12,536	143	177	320
Alexander.....	4,476	792	5,268	3,319	469	3,850	23	0	3	20	26	156	3,750	2,090	1,857	5,947	955	23	45
Bond.....	7,920	79	8,000	4,748	57	4,805	77	1	0	70	70	463	9,663	2,090	1,857	3,947	62	45	107
Boone.....	6,013	14	6,027	4,967	8	4,975	77	1	0	74	76	643	12,536	1,938	1,747	3,685	63	130	183
Brown.....	6,914	15	6,929	4,599	10	4,609	54	1	0	53	54	342	6,130	2,921	2,034	4,955	54	50	104
Bureau.....	16,668	47	16,745	10,897	33	10,940	999	1	0	999	999	1,545	34,567	4,731	4,451	9,182	149	277	426
Calhoun.....	3,677	15	3,692	2,313	10	2,323	32	1	1	31	31	182	4,160	1,025	2,667	3,692	26	12	38
Carroll.....	8,798	15	8,813	5,877	10	5,887	102	2	1	99	103	689	16,482	1,619	2,667	5,475	87	145	232
Cass.....	6,439	114	6,553	4,062	78	4,141	62	3	3	59	59	230	8,670	1,619	2,667	3,192	51	49	100
Champaign.....	17,043	114	17,157	11,417	78	11,495	302	14	16	174	188	1,240	28,477	3,302	3,267	6,569	104	109	350
Christian.....	12,975	22	12,997	7,990	12	7,992	133	13	6	112	119	1,240	28,477	3,302	3,267	6,569	104	109	350
Clark.....	10,730	6	10,736	7,408	5	7,413	103	14	5	92	95	602	12,831	3,273	2,815	6,088	93	66	159
Clay.....	9,254	13	9,267	5,965	11	5,976	81	2	12	60	60	463	10,776	2,749	2,749	5,498	55	49	114
Clinton.....	9,296	173	9,469	5,753	94	5,847	66	1	0	65	66	455	16,308	2,173	1,785	3,958	37	30	67
Colfax.....	13,497	89	13,586	9,032	44	9,076	100	1	0	99	102	698	17,957	2,173	1,785	3,958	37	30	67
Coles.....	161,792	1,380	163,172	96,532	994	97,526	925	8	13	904	924	1,861	38,831	2,173	1,785	3,958	37	30	67
Crawford.....	8,591	3	8,594	5,763	3	5,766	67	4	4	83	87	517	10,937	2,090	2,034	4,124	66	757	823
Cumberland.....	7,280	1	7,281	4,990	1	4,991	83	1	4	78	80	479	10,937	2,090	2,034	4,124	66	757	823
DeKalb.....	11,596	21	11,617	7,320	9	7,329	154	1	3	151	154	1,064	22,549	2,090	2,034	4,124	66	757	823
DeWitt.....	8,999	50	9,049	5,664	99	5,763	98	2	3	83	87	608	13,646	2,090	2,034	4,124	66	757	823
Douglas.....	8,076	80	8,156	5,168	94	5,262	82	2	3	79	82	595	12,403	2,090	2,034	4,124	66	757	823
Drake.....	8,268	13	8,281	5,109	10	5,119	87	0	2	83	87	625	13,187	1,902	1,785	3,687	82	117	199
Edgar.....	11,939	59	12,000	8,310	39	8,349	126	4	7	117	125	807	17,136	3,548	3,207	6,755	94	131	225
Edwards.....	4,165	50	4,215	2,988	39	3,027	41	1	2	40	43	262	4,819	1,935	1,017	2,952	29	35	64
Effingham.....	8,659	18	8,677	5,899	10	5,909	67	3	2	62	69	415	9,313	1,935	1,017	2,952	29	35	64
Elbert.....	10,835	7	10,842	7,278	10	7,288	113	6	6	101	107	638	14,979	2,832	2,571	5,403	56	40	96
Essex.....	4,944	21	4,965	3,106	7	3,113	56	13	4	61	65	436	6,155	1,367	1,138	2,505	57	70	127
Euclid.....	8,168	36	8,204	5,321	13	5,334	56	13	4	61	65	436	6,155	1,367	1,138	2,505	57	70	127
Franklin.....	21,444	36	21,480	14,344	90	14,434	906	0	4	902	911	1,441	32,411	6,485	5,899	12,384	161	296	357

Gallatin.....	5,813	195	6,008	2,841	196	3,097	44	5	29	51	985	6,611	1,657	1,497	3,084	49	15	64
Greene.....	10,468	30	10,492	6,909	17	6,936	85	2	85	85	631	12,250	2,653	2,658	5,491	72	65	173
Grundy.....	7,732	56	7,778	5,399	39	5,398	90	4	84	90	578	12,708	2,538	2,456	4,994	51	114	75
Hamilton.....	8,048	7	8,053	5,598	7	5,595	60	60	60	60	366	7,534	2,530	1,634	4,993	65	14	79
Hancock.....	90,125	52	90,177	13,457	34	13,491	184	2	174	188	1,953	96,324	5,605	5,390	10,985	154	186	340
Hartlin.....	3,023	62	3,085	1,744	47	1,791	98	3	93	97	155	3,385	741	587	1,368	25	6	31
Henderson.....	6,249	1	6,250	4,356	1	4,357	71	1	70	72	598	11,277	1,733	1,696	3,350	69	63	131
Henry.....	17,777	47	17,830	11,797	33	11,829	104	9	183	193	1,407	30,471	5,643	5,303	10,546	123	238	360
Iroquoia.....	14,537	97	14,734	9,819	58	9,877	207	16	174	188	1,290	28,569	4,012	3,663	6,663	124	241	365
Jackson.....	11,039	494	11,039	6,828	266	7,094	87	13	78	93	1,466	9,769	2,784	2,348	5,138	68	41	103
Jaeger.....	7,464	5	7,469	5,085	3	5,085	85	4	80	88	502	10,683	1,975	1,651	3,626	73	47	119
Jefferson.....	10,726	90	10,726	6,908	10	6,918	93	6	85	94	550	11,932	3,096	2,671	5,787	72	40	118
Jefferson.....	8,677	119	8,677	5,251	57	5,308	61	2	59	65	438	10,634	1,938	1,651	3,767	73	40	118
Jerry.....	16,545	56	16,600	11,369	35	11,367	119	2	116	127	892	12,904	3,961	3,500	7,461	80	147	227
Johnson.....	6,692	32	6,694	4,980	15	4,984	49	1	49	49	394	6,292	1,937	1,656	3,363	54	4	36
Kane.....	18,761	212	18,761	12,845	133	12,878	141	1	131	145	1,008	23,171	5,150	4,958	10,532	86	242	388
Kankakee.....	12,942	16	12,942	8,456	5	8,461	146	1	143	150	937	19,334	4,050	3,542	7,592	87	188	275
Kankakee.....	3,869	21	3,869	2,610	14	2,614	81	2	78	79	573	12,731	1,637	1,346	3,033	51	82	133
Kendall.....	19,314	322	19,314	13,152	188	13,150	188	1	181	186	1,331	28,761	5,870	5,274	11,143	137	949	396
Knox.....	40,951	41	40,951	27,960	18	27,978	180	5	115	110	907	17,346	2,919	2,635	5,554	74	164	238
Lake.....	32,178	22	32,178	22,200	285	22,200	285	5	272	269	2,124	48,683	9,516	9,398	18,964	944	390	634
LaSalle.....	6,639	134	6,639	4,654	91	4,745	65	1	64	66	404	9,098	2,063	1,917	3,960	53	47	100
Lawrence.....	13,859	92	13,859	9,186	18	9,186	164	1	164	164	1,061	26,339	4,175	3,897	8,003	121	189	303
Lee.....	17,645	54	17,645	11,316	31	11,347	297	6	213	228	1,501	35,063	5,376	5,071	10,579	181	261	448
Livingston.....	19,080	82	19,080	12,343	44	12,347	103	4	99	108	796	15,997	3,508	3,071	6,579	100	79	178
Logan.....	13,559	108	13,559	8,876	68	8,944	105	2	152	158	1,053	22,319	3,830	3,715	9,164	144	119	263
Macoupin.....	18,477	157	18,477	11,680	110	11,709	158	2	122	135	883	18,338	4,805	4,967	9,072	103	85	158
Madison.....	23,874	119	23,874	14,927	654	15,531	195	3	98	108	628	12,421	4,983	4,196	8,409	57	80	167
Marion.....	19,419	113	19,419	12,014	77	12,031	103	1	93	98	696	14,115	2,711	2,467	5,178	76	107	183
Marshall.....	8,506	110	8,506	5,688	8	5,696	85	1	83	88	696	14,115	2,711	2,467	5,178	76	107	183
Massac.....	5,689	522	5,689	3,445	276	3,461	91	1	91	95	637	9,610	2,968	2,039	4,307	65	88	153
Massac.....	5,689	522	5,689	3,445	276	3,461	91	1	91	95	637	9,610	2,968	2,039	4,307	65	88	153
McDonough.....	14,403	94	14,403	9,962	93	9,965	149	1	143	151	1,023	23,237	4,311	3,783	8,104	104	158	262
McHenry.....	11,387	13	11,387	8,492	6	8,498	161	1	160	160	1,135	24,527	3,552	3,552	7,409	106	211	317
McLean.....	27,234	284	27,234	17,201	121	17,222	250	10	12	12	894	35,188	7,715	6,638	14,014	212	291	563
McNard.....	6,402	6	6,402	4,094	6	4,100	59	0	57	59	392	6,377	1,607	1,561	3,168	53	44	97
Mercer.....	9,950	18	9,950	6,328	12	6,340	110	1	105	109	739	15,297	2,865	2,584	5,450	85	115	200
Monroe.....	7,898	98	7,898	5,101	14	5,115	49	3	46	49	312	7,078	1,369	1,087	2,456	43	15	52
Montgomery.....	13,041	46	13,041	8,316	31	8,347	118	0	114	117	801	17,102	4,668	4,085	8,751	92	105	197
Morgan.....	15,132	311	15,132	9,885	180	10,074	108	4	104	111	778	17,090	3,725	3,515	7,240	88	87	185
Montrie.....	5,973	3	5,973	3,883	3	3,883	73	2	69	73	469	9,545	1,696	1,443	3,159	67	98	95
Ogle.....	13,603	37	13,603	9,278	19	9,297	174	3	168	173	1,384	27,321	4,911	4,640	7,851	123	917	350
Peoria.....	23,730	73	23,730	16,174	41	16,215	162	1	156	161	1,943	28,757	5,321	4,995	10,316	124	219	343
Perry.....	7,575	271	7,575	4,715	180	4,715	64	2	59	60	387	10,413	2,074	1,863	3,767	55	32	87
Platt.....	6,598	4	6,598	4,465	2	4,467	63	5	72	77	514	6,471	2,198	1,863	4,093	68	86	134
Pike.....	16,783	54	16,783	11,028	29	11,057	156	3	47	53	1,008	25,451	5,485	5,133	10,218	126	135	281
Pope.....	6,637	205	6,637	4,270	110	4,360	53	7	49	55	327	6,870	1,588	1,361	2,904	40	17	57
Pulaski.....	3,892	817	3,892	2,492	117	2,492	24	1	24	28	141	3,944	1,780	1,588	3,473	11	22	33
Putnam.....	3,106	30	3,106	2,082	13	2,085	34	1	34	34	243	3,058	842	736	1,760	18	49	67
Randolph.....	11,337	599	11,337	7,362	376	7,738	88	4	83	89	534	12,518	2,679	2,154	4,853	70	134	134
Richland.....	8,507	14	8,507	5,858	9	5,867	88	1	87	88	533	11,254	2,698	2,538	5,166	65	69	131

## General Statistics, 1871—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of white persons under 21 years of age.....	No. of colored persons under 21 years of age.....	Total under 21 years of age.	No. white persons between ages of 6 and 21.....	No. of colored persons between 6 and 21.....	Total number between ages of 6 and 21.....	No. of school districts.....	No. of districts having no school.....	No. of districts having less than 6 months school.....	No. of districts having school 6 months or more.....	Total number free public schools sustained.....	No. of calendar months schools sustained.....	No. of day schools actually in session.....	No. male pupils enrolled ..	No. of female pupils enrolled.....	Total number of pupils enrolled.....	No. of male teachers.....	No. of female teachers.....	Total number of teachers..
Rock Island.....	15,180	61	15,241	9,839	35	9,874	99	1	8	98	96	677	14,014	3,685	3,735	7,430	77	186	263
Saline.....	7,650	143	7,793	4,930	93	5,022	59	1	8	51	64	35-6	7,740	1,933	1,599	3,532	62	11	73
Sangamon.....	29,612	579	30,191	14,169	392	14,561	173	5	4	164	173	1,997	26,253	5,472	4,709	10,181	153	144	296
Schuyler.....	8,738	13	8,751	5,718	8	5,726	60	2	1	87	60	600	13,517	9,619	9,496	4,945	65	98	163
Scott.....	5,646	2	5,648	3,782	9	3,791	41	1	1	40	49	954	5,819	1,434	1,400	2,834	38	95	133
Shelby.....	15,239	24	15,263	9,483	3	9,486	138	3	17	118	136	880	18,260	4,500	4,375	8,875	187	70	256
Shark.....	5,259	8	5,267	3,534	3	3,537	68	1	1	66	74	536	12,364	1,669	1,466	3,135	53	102	155
St. Clair.....	56,636	703	57,339	17,351	438	17,789	115	3	3	112	126	907	19,457	5,045	4,318	9,363	114	68	182
Stephenson.....	16,631	37	16,668	11,020	1	11,021	143	1	1	143	146	1,046	24,376	4,896	4,538	9,434	138	205	343
Tazewell.....	15,905	1	15,906	8,845	25	8,870	117	2	2	113	115	663	19,641	3,696	3,434	7,130	96	144	240
Union.....	8,508	136	8,644	5,103	90	5,193	67	1	1	66	69	414	7,432	2,960	2,057	4,917	63	96	160
Vermilion.....	10,864	24	10,888	11,245	14	11,259	183	1	2	180	192	1,235	26,977	4,900	4,468	9,368	102	180	343
Walworth.....	9,475	23	9,498	2,903	20	2,923	47	1	1	46	51	280	6,474	1,220	1,212	2,432	45	37	82
Warren.....	11,971	120	12,091	8,227	79	8,306	134	3	4	127	135	1,181	23,551	3,404	3,242	6,736	105	186	293
Washington.....	9,475	75	9,550	6,053	49	6,102	76	1	1	76	76	465	9,840	1,743	1,710	3,453	62	44	106
Wayne.....	11,194	92	11,286	6,418	4	6,422	104	110	3	104	110	688	14,289	2,473	2,111	4,584	76	43	119
White.....	9,497	16	9,513	6,109	66	6,175	84	14	14	70	84	502	10,974	2,473	2,145	4,618	76	43	119
Whiteville.....	13,998	38	14,036	8,995	8	9,003	145	1	4	140	133	983	20,789	4,069	3,644	7,713	107	196	303
Will.....	92,487	38	92,525	14,001	97	14,098	200	5	8	186	199	1,364	30,185	5,935	5,613	11,548	117	237	404
Williamson.....	9,433	104	9,537	6,122	73	6,195	81	1	1	81	82	483	10,001	2,811	2,082	4,893	68	94	162
Winnebago.....	14,473	7	14,480	10,018	41	10,059	127	2	2	124	127	984	20,970	4,032	3,884	7,916	62	218	280
Woodford.....	10,498	57	10,555	6,767	7	6,774	115	2	4	109	112	739	16,920	3,032	2,531	5,563	78	130	198
	1,331,003	12,719	1,343,722	870,703	7714	878,417	11,112	218	366	10,538	11,158	75,083	1,636,033	333,643	319,144	672,787	8836	11,456	20,285



COUNTIES.	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
	Number of days taught by male teachers.....	Number of days taught by female teachers.....	Total number days taught.	Grand total number of days' attendance.....	Number of graded schools.	Number of public high-schools.....	Number of school-houses built during the year.....	Total number school houses	Number of private schools.	Male pupils in private schools.....	Female pupils in private schools.....	Total number of pupils in private schools.....	Male teachers in private schools.....	Female teachers in private schools.....	Total number of teachers in private schools.....	Number of districts having libraries.....	Number volumes bought for dist't libraries during year	Total number of volumes in district libraries.....	Number of districts having outstanding district debts	Number of districts having surplus in hands of treas'r	Number of acres of school land sold during year.....	Number of acres of school land remaining unsold....
Greene.....	7,542	5,696	13,238	308,780	3	1	2	85	2	80	79	159	1	1	2	7	...	364	22	44	...	80
Grundy.....	4,381	10,704	15,085	304,398	5	1	3	88	3	150	150	300	2	5	3	9	...	843	97	...	...	...
Hamilton.....	6,430	7,792	14,222	191,822	3	3	60	60	6	130	156	286	5	1	6	13	190	696	32	38	320	...
Hancock.....	15,788	17,767	33,555	767,707	10	3	5	177	6	16	19	35	...	1	1	...	...	...	34	19	...	...
Hardin.....	9,990	3,384	13,374	64,401	3	...	...	99	1	7	7	14	...	1	1	...	...	...	95	...	...	...
Henderson.....	5,762	5,790	11,552	250,326	3	...	...	71	1	16	19	35	...	1	1	...	...	...	95	...	...	...
Henry.....	11,847	18,915	30,762	738,400	3	...	...	194	7	76	84	260	5	4	9	19	93	879	50	14	...	...
Jackson.....	10,140	4,053	14,193	284,428	7	...	...	182	4	114	108	222	4	6	12	17	180	704	97	105	160	...
Jasper.....	6,727	3,449	10,176	264,441	3	0	2	83	1	15	10	25	...	1	1	...	...	...	39	24	...	...
Jefferson.....	7,943	3,790	11,733	289,663	2	...	...	90	2	32	38	70	1	0	1	5	160	501	35	16	...	...
Jersey.....	7,373	4,163	11,536	274,493	4	...	...	71	2	37	64	101	1	3	4	8	...	532	37	41	...	...
Jo Daviess.....	7,742	15,931	23,673	600,923	7	2	4	125	9	549	599	1,148	8	14	22	18	8	998	36	74	40	...
Johnson.....	5,738	6,498	12,236	154,913	2	2	2	50	1	...	...	...	...	...	...	...	...	...	22	21	2	...
Kane.....	9,070	37,804	46,874	1,013,908	18	5	4	144	7	384	417	811	7	11	18	34	82	3,384	34	110	...	...
Kankakee.....	6,939	13,927	20,865	444,606	10	2	6	131	8	21	49	527	...	3	6	16	36	814	67	79	...	...
Kendall.....	8,538	8,692	17,230	255,395	6	...	...	81	4	93	87	187	3	3	6	18	...	1,232	7	70	...	...
Knox.....	13,213	34,971	48,184	881,210	9	3	2	194	3	32	33	35	...	3	3	16	83	1,422	30	134	...	...
Lake.....	6,137	19,698	25,835	436,238	7	2	1	105	8	250	281	531	7	14	23	23	1	1,348	41	78	...	...
LaSalle.....	21,436	36,871	58,307	1,474,156	26	6	4	299	10	396	344	670	7	13	20	29	71	1,932	64	187	...	...
Lawrence.....	5,732	8,691	14,423	248,860	7	...	...	65	2	18	25	42	...	2	2	...	...	...	58	37	...	...
Lee.....	11,836	30,216	42,052	531,699	7	1	3	168	9	90	35	55	1	2	3	15	55	591	50	89	...	...
Livingston.....	14,629	30,516	45,145	672,111	7	...	...	234	2	18	30	48	...	2	...	...	...	1,122	83	124	...	...
Logan.....	11,105	8,293	19,397	452,627	6	1	...	106	1	16	14	30	...	2	...	...	...	67	50	68	...	...
Macon.....	10,719	10,644	21,363	644,639	14	...	...	112	2	32	38	70	...	2	2	...	...	647	36	86	...	...
Macomb.....	15,906	12,005	27,911	692,638	13	2	7	180	3	395	400	795	9	8	17	12	...	369	59	105	...	...
Madison.....	15,697	12,876	28,573	769,160	13	2	7	119	22	506	628	1,134	17	30	37	33	125	2,031	34	60	...	...
Marion.....	8,544	6,406	14,950	492,541	9	2	2	90	104	901	189	390	4	6	10	9	302	353	34	57	...	...
Marshall.....	7,716	10,366	18,082	424,463	10	1	3	85	2	67	84	151	...	3	3	...	...	460	30	62	...	...
Mass.....	8,391	16,414	24,805	335,563	4	...	...	104	1	27	31	58	1	...	1	...	...	151	26	41	...	...
Massac.....	3,916	4,900	8,816	120,659	1	...	...	34	3	72	70	142	2	1	3	...	...	...	17	...	...	...

McDonough.....	10, 371	12, 671	22, 948	544, 202	3	1	6	155	1	100	100	1	1	1	9	17	92	478	40	97
McHenry.....	9, 483	14, 302	22, 785	553, 011	8	4	4	127	3	107	105	103	1	2	3	17	92	478	37	180
McLean.....	19, 614	28, 645	46, 229	1, 920, 763	15	4	12	250	7	26	615	10	9	19	6	10	62	523	34	0
Menard.....	5, 466	3, 851	9, 317	904, 810	4	0	1	59	1	96	92	48	1	1	2	17	92	493	23	9
Mercer.....	8, 182	9, 377	17, 559	373, 672	7	1	10	108	2	18	92	40	1	1	3	13	2	94	87	9
Monroe.....	5, 533	1, 742	7, 375	156, 308	1	1	8	48	11	101	121	312	2	3	4	2	25	94	95	89
Montgomery.....	9, 664	10, 967	20, 631	548, 680	4	1	5	115	2	46	54	100	2	2	4	2	25	94	95	89
Morgan.....	11, 840	10, 909	20, 649	659, 763	10	2	5	109	1	1	1	1	1	1	1	5	1	802	14	90
Moutrie.....	7, 328	2, 678	10, 006	217, 265	1	2	2	68	1	1	1	1	1	1	1	1	1	802	14	90
Ogle.....	11, 505	19, 597	31, 108	670, 354	7	1	4	173	1	30	15	35	1	1	1	34	84	2, 037	51	156
Peoria.....	13, 175	23, 704	36, 879	1, 304, 796	13	3	2	159	12	268	389	675	3	11	14	14	25	1, 100	32	116
Perry.....	5, 809	2, 463	8, 472	230, 078	3	2	2	60	1	1	1	1	1	1	1	2	208	28	98	
Platt.....	12, 918	11, 233	24, 171	383, 122	2	9	9	92	2	1	1	1	1	1	7	318	23	46	640	
Pike.....	14, 627	14, 074	28, 701	629, 757	13	2	4	143	1	1	1	1	1	1	8	1, 024	50	88	400	
Pope.....	5, 409	2, 262	7, 671	157, 114	1	2	2	53	1	1	1	1	1	1	2	3	259	18	7	
Pulaski.....	1, 432	2, 880	4, 312	79, 334	1	1	2	27	9	35	35	70	1	1	2	3	259	18	7	
Putnam.....	1, 666	4, 244	5, 910	136, 444	3	1	2	34	2	10	13	22	1	1	2	4	259	6	28	
Randolph.....	7, 720	4, 798	12, 518	312, 582	3	1	9	88	14	216	201	417	11	2	13	7	249	47	31	
Richland.....	6, 984	6, 917	13, 901	327, 213	2	1	7	83	1	1	1	1	1	1	2	55	249	47	31	
Rock Island.....	7, 060	13, 765	20, 825	698, 873	37	4	3	100	7	348	388	736	6	10	16	7	55	249	47	31
Saline.....	6, 695	1, 330	8, 925	199, 111	2	1	5	62	4	437	491	948	1	5	6	10	3	102	113	42
Sangamon.....	18, 374	17, 499	35, 773	971, 453	17	1	4	83	1	1	1	1	1	1	1	5	6	1, 150	46	104
Schuyler.....	5, 681	17, 964	13, 545	368, 730	3	1	2	42	1	32	28	60	1	1	1	1	1	50	10	23
Scott.....	4, 210	2, 697	6, 907	104, 031	3	2	2	42	1	32	28	60	1	1	1	1	1	50	10	23
Shelby.....	13, 530	6, 500	20, 030	460, 033	2	1	12	134	2	1	1	1	1	1	1	1	1	50	10	23
Stark.....	3, 773	8, 892	12, 665	218, 326	4	1	1	173	1	1	1	1	1	1	1	1	1	50	10	23
St. Clair.....	17, 910	11, 008	22, 918	966, 814	11	2	2	115	20	665	710	1, 375	14	10	24	6	64	455	35	85
Stephenson.....	12, 150	18, 600	30, 750	763, 612	8	2	2	139	6	303	289	592	8	10	1	8	10	1	642	19
Tazewell.....	9, 141	13, 680	24, 821	612, 733	5	2	6	119	5	58	54	112	4	1	5	11	104	1, 345	32	79
Union.....	8, 911	2, 638	11, 549	244, 067	4	1	5	58	6	80	66	146	4	2	6	2	1	1	253	36
Vermilion.....	13, 700	15, 129	28, 919	476, 607	2	1	12	189	2	11	14	25	2	2	2	27	1, 353	64	116	
Wabash.....	4, 339	2, 564	6, 933	145, 026	4	1	2	1	50	2	49	56	105	2	1	3	1	1	245	30
Warren.....	9, 073	15, 056	24, 129	520, 531	3	2	1	135	1	15	15	30	1	1	1	3	135	27	101	
Washington.....	6, 746	10, 536	16, 303	321, 603	2	1	8	75	10	214	213	427	10	1	10	9	10	371	25	33
Wayne.....	9, 811	5, 767	14, 978	327, 112	3	7	4	106	2	24	32	56	1	1	2	4	90	45	41	
White.....	8, 322	3, 298	11, 850	281, 330	2	3	4	79	2	24	32	56	1	1	2	1	1	28	58	80
Whiteside.....	10, 823	27, 631	674, 618	19	16	1	5	133	16	738	799	1, 567	11	16	27	37	63	1, 069	60	86
Will.....	10, 344	28, 005	38, 349	882, 985	12	1	10	199	16	738	799	1, 567	11	16	27	37	63	1, 069	60	86
Williamson.....	7, 593	9, 646	10, 239	927, 982	1	5	3	62	1	1	1	1	1	1	6	18	1	1, 303	48	158
Winnebago.....	5, 427	24, 217	29, 654	831, 436	7	5	5	130	6	46	61	107	2	2	8	18	1	1, 472	29	99
Woodford.....	8, 080	12, 035	30, 145	413, 629	7	1	5	114	1	23	17	40	1	1	4	4	1	191	45	79
Total.....	889, 293	1,128, 933	2,018, 226	50,108, 492	651	91	470	10, 979	460	17, 045	16, 646	34, 883	337	312	653	1092	3647	51,133, 3617	6512	5,350, 47
																				14, 067



## FINANCIAL STATISTICS 1871, SHOWING RECEIPTS AND EXPENDITURES FOR SCHOOL PURPOSES.

## RECEIPTS.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Balance in hands of treasurer, August 1, 1870.....	Am't of State and county funds rec'd from county superintendent.....	Amount of fines and forfeitures received from county superintendent...	Am't of interest on township funds received.....	Amount of special district taxes received from collector.....	Am't received from district bonds issued for building purposes.....	Delinquent tax and railroad tax.....	Tuition.....	Sales property.....	Rents.....	Treasurers of other townships.....	Money borrowed.....	Miscellaneous.....	Error to balance.....	Total.....
Adams.....	\$37,536 90	\$19,629 85		\$4,123 81	\$100,661 81	\$2,198 43	\$1,041 95		\$10,094 00					\$225 50	\$175,812 98
Alexander.....	4,161 03	3,657 75		889 14	17,110 30	1,115 00		4 50			171 50				97,102 40
Bond.....	3,893 98	6,592 08	335 16	1,694 35	19,994 38			38 15	25 90	97 50			1,053 13		33,964 63
Boone.....	3,090 13	4,870 49		1,922 57	29,329 75		844 65	35 35	11 00	35 00	8 38		51 50	6 60	30,578 42
Brown.....	2,957 06	5,614 81		1,394 18	10,827 42			7 50					250 00		21,141 06
Bureau.....	27,363 44	14,300 00		4,788 18	105,210 23	9,775 00			504 60						161,871 30
Calhoun.....	1,319 70	3,563 40		470 98	7,164 51	1,145 69							253 32		12,917 60
Carroll.....	8,047 61	8,318 48	25 30	5,781 23	42,096 11	2,807 00		159 80	670 50	60 00	39 33				69,743 56
Cass.....	7,602 64	5,774 19		2,926 00	19,369 34	350 00								1,290 54	37,980 69
Champaign.....	28,952 41	11,666 07	389 32	11,330 56	87,978 52	24,938 24					484 96		1,296 85		161,038 53
Christian.....	10,948 56	9,341 56		6,995 40	60,191 80	980 00	74 46	62 47	317 89						92,571 87
Clark.....	5,268 15	8,344 40		2,071 80	19,490 01	650 00		15 75	151 00						36,158 00
Clay.....	4,939 74	6,921 47		2,116 08	24,707 52								62 64	112 10	39,010 25
Clinton.....	1,903 02	6,776 99	300 76	1,894 35	28,501 53	270 00									39,556 46
Coles.....	16,029 44	40,368 83	119 17	5,459 60	63,442 41	13,151 00		584 12	6 00	57,105 21	218 00	4,460 50	126,574 13		108,000 45
Cook.....	71,189 54	86,592 96		98,719 14	531,038 71	525,539 31			25 50		249 38				1,141,927 74
Crawford.....	4,883 07	6,635 82	501 00	2,074 42	17,095 52	1,371 79									32,670 56
Cumberland.....	21,220 19	9,800 00		1,943 60	13,399 26	1,875 00							391 55	91 30	92,030 52
DeKalb.....	3,538 04	5,030 34	64 68	4,140 17	64,603 18			22 55	13 45		214 27				54,782 12
DeWitt.....	13,592 99	5,852 95	180 93	2,522 65	40,591 85	15,000 00		109 76					3,923 47		70,614 29
Douglas.....	9,756 06	6,092 36		5,735 85	30,418 85								525 88		47,892 60
DuPage.....	9,445 75	9,970 79		1,460 90	39,446 44	2,678 70							367 98		61,273 31
Edgar.....	1,090 65	3,746 35		4,400 03	34,029 94			29 96					302 91		14,211 36
Edwards.....	3,213 83	6,653 81	111 67	1,300 88	7,678 04	3 00		19 05	13 50	110 17	3 00		2 94	970 60	23,364 86
Effingham.....	5,155 15	3,185 33		3,318 34	22,314 02	1,213 70		56 39	126 00				181 38		42,661 98
Fayette.....	7,017 35	9,769 67	170 52	3,318 34	22,314 02	1,213 70		28 55	51 50	164 80			235 17		46,530 62
Ford.....	1,265 81	6,272 91		9,390 37	12,196 66	284 91									20,180 14
Franklin.....	16,813 62	16,045 06	91 42	4,171 96	86,616 95			496 75	675 00	10 40		2,000 00	9,230 93		129,142
Fulton.....															

Gallatin.....	1,636 29	4,537 80	53 36	1,251 74	13,298 48	.....	.....	240 25	.....	189 00	91,585 66
Greene.....	6,561 11	8,301 81	971 46	2,414 26	38,603 01	.....	86 24	.....	.....	561 50	56,948 65
Grundy.....	14,089 83	6,120 53	.....	5,787 70	27,170 53	986 00	132 65	.....	.....	.....	54,749 33
Hamilton.....	1,683 50	5,733 93	115 93	2,598 71	8,748 91	.....	30 50	6 00	26 90	10 77	10,040 61
Hancock.....	11,805 37	14,568 00	.....	8,493 44	68,000 93	564 89	57 50	.....	8 85	911 66	106,625 71
Hardin.....	2,989 67	9,215 99	.....	5,524 93	2,836 58	.....	6 65	.....	.....	11 94	6,106 66
Henderson.....	8,864 98	5,546 43	.....	2,159 13	27,037 92	.....	.....	.....	.....	.....	41,692 41
Henry.....	28,440 20	12,647 20	.....	10,760 12	67,841 57	10,727 13	.....	.....	40 00	1,935 72	160,362 08
Iroquois.....	12,067 00	12,384 63	.....	9,856 65	66,947 57	1,018 51	30 00	.....	.....	571 70	105,151 32
Jackson.....	3,326 39	7,890 77	.....	7,778 59	24,648 53	300 00	.....	.....	.....	.....	37,516 18
Jasper.....	2,678 78	6,368 57	.....	2,930 21	8,640 90	.....	3 50	.....	.....	.....	21,292 96
Jefferson.....	9,324 28	5,900 39	.....	1,628 71	19,430 58	893 56	.....	.....	.....	.....	33,160 48
Jersey.....	12,624 38	12,051 56	125 44	3,401 68	15,777 37	7,760 00	100 35	.....	.....	100 00	34,556 68
Jo Daviess.....	1,556 20	5,673 24	.....	5,831 01	30,554 14	.....	.....	.....	.....	.....	78,580 92
Johnson.....	37,171 86	9,652 67	.....	797 52	7,489 79	110 55	63 01	.....	50 67	107 00	155,519 32
Kane.....	7,747 77	9,652 67	.....	6,831 55	29,296 81	.....	.....	.....	.....	150 50	53,985 72
Kankakee.....	11,758 86	13,625 56	.....	9,671 97	93,373 60	913 00	4 29	.....	.....	174 54	41,319 79
Kendall.....	6,436 51	7,850 67	228 00	3,379 17	97,620 56	15,434 70	.....	10 00	337 35	14 53	128,287 55
Lake.....	30,863 06	20,490 59	.....	3,590 09	190,320 56	.....	.....	.....	.....	15 00	56,377 60
La Salle.....	2,109 25	5,267 06	85 00	1,331 09	16,463 18	195 20	.....	.....	.....	.....	200,870 07
Lawrence.....	17,456 89	10,322 98	135 52	5,108 67	71,401 19	1,989 16	.....	.....	.....	.....	25,605 77
Lee.....	17,753 62	11,276 86	.....	3,772 24	89,131 47	1,969 67	.....	.....	.....	.....	107,721 90
Livingston.....	15,608 47	9,048 62	.....	16,513 75	69,131 47	2,948 50	.....	50 00	96 27	.....	140,545 45
Logan.....	12,001 81	10,687 81	.....	3,772 24	68,754 42	3,975 46	.....	.....	.....	.....	122,152 83
Macon.....	15,817 33	14,524 84	.....	7,409 44	79,364 84	2,752 00	.....	.....	.....	.....	104,046 25
Macoupin.....	15,493 14	15,546 39	325 15	4,391 98	79,323 67	7,021 02	413 60	.....	597 64	283 74	118,062 64
Madison.....	13,156 13	9,173 78	.....	6,854 56	28,360 30	2,490 00	63 00	.....	.....	.....	135,968 92
Marion.....	8,395 17	7,256 97	.....	1,687 97	38,950 92	1,650 00	53 00	.....	.....	.....	55,112 64
Marshall.....	7,427 40	5,997 70	.....	3,568 24	40,002 85	284 08	8 75	.....	.....	.....	62,483 27
Mass.....	2,084 37	3,896 48	196 00	2,453 96	6,442 45	.....	.....	.....	.....	.....	56,164 99
McDonough.....	9,340 68	10,904 03	.....	2,590 84	56,390 48	3,159 30	13 45	.....	.....	.....	14,223 16
McHenry.....	16,504 11	9,946 70	.....	4,111 13	53,837 00	974 71	.....	.....	.....	.....	85,062 91
McLean.....	31,381 91	17,847 65	.....	13,318 87	129,941 97	20,399 40	45 17	39 90	.....	2,346 11	85,826 33
Menard.....	3,203 92	4,700 95	.....	1,253 80	32,194 92	153 00	.....	.....	.....	.....	243,653 27
Mercer.....	10,840 64	8,343 75	.....	2,681 60	49,610 46	2,132 43	165 03	.....	.....	313 04	42,099 72
Monroe.....	4,447 73	4,936 48	435 54	2,139 26	20,474 78	5,116 92	.....	.....	.....	.....	74,345 66
Montgomery.....	23,360 57	9,767 17	.....	4,567 49	44,965 23	3,500 00	5 00	.....	.....	.....	33,324 83
Morgan.....	15,360 93	11,453 93	.....	5,594 49	88,729 86	10,300 00	43 40	4 50	.....	.....	98,680 06
Moultrie.....	81,635 30	11,631 79	138 21	5,250 27	20,114 76	.....	.....	.....	.....	.....	132,401 88
Ogle.....	30,091 33	15,702 47	.....	7,125 39	98,953 48	6,002 80	.....	.....	.....	.....	30,919 64
Peoria.....	3,249 35	5,368 23	.....	4,404 93	30,434 28	250 00	.....	.....	.....	.....	136,539 82
Perry.....	6,712 44	5,368 23	.....	2,999 23	30,259 70	750 00	.....	.....	.....	.....	154,460 78
Piatt.....	12,216 49	14,153 59	425 96	1,067 05	54,923 07	800 00	15 00	21 10	.....	.....	32,292 97
Pike.....	5,923 11	4,160 90	.....	1,267 02	12,338 88	.....	334 93	.....	.....	42 00	49,131 70
Pulaski.....	5,929 46	3,329 25	.....	1,635 74	3,980 79	.....	.....	.....	.....	.....	27,561 36
Putnam.....	4,976 88	8,501 74	.....	1,751 59	11,671 19	150 00	2 05	.....	.....	.....	91,840 09
Randolph.....	4,960 37	5,863 90	.....	2,328 04	23,424 02	550 00	.....	.....	.....	.....	9,886 07
Richland.....	.....	.....	.....	1,847 89	24,571 84	628 10	175 27	.....	.....	.....	22,404 96
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40,103 20
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38,357 97

## Financial Statistics, 1871—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Balance in hands of treasurer, August 1, 1870.....	Am't of state and county funds rec'd from county superintendents.....	Amount of fines and forfeitures received from county superintendents..	Am't of interest on township funds received.....	Amount of special district taxes received from collector.....	Am't received from district bonds issued for building purposes.....	Delinquent tax and railroad tax.....	Tuition.....	Sales property.....	Rents.....	Treasurers of other townships.....	Money borrowed.....	Miscellaneous.....	Error to balance.....	Total.....
Rock Island.....	\$13,714 91	\$10,263 69	.....	\$3,332 83	\$71,657 03	.....	.....	\$63 98	\$73 94	.....	.....	.....	\$5,740 88	.....	\$104,867 31
Saline.....	9,176 25	6,093 41	.....	598 86	14,377 43	.....	.....	.....	184 00	\$3 00	.....	.....	1,563 60	.....	93,432 97
Sangamon.....	13,561 64	16,998 54	3,132 32	4,122 23	134,505 06	\$2,535 00	.....	.....	.....	.....	.....	.....	100 00	.....	176,396 39
Schuyler.....	3,617 15	8,130 19	.....	2,951 70	29,544 30	94,890 50	\$871 99	.....	.....	.....	.....	.....	38 55	.....	62,495 98
Scott.....	3,686 33	4,123 20	.....	1,373 35	27,323 67	.....	18 22	.....	.....	.....	.....	.....	27 51	.....	32,693 32
Shelby.....	9,034 23	10,469 37	28 40	4,343 00	41,346 82	1,096 00	380 23	.....	70 00	.....	.....	.....	.....	.....	66,736 26
Stark.....	7,325 44	4,682 56	.....	1,107 47	25,797 21	.....	68 73	.....	4 23	.....	\$431 50	.....	.....	\$78 00	39,436 31
St. Clair.....	26,320 77	16,389 69	767 58	5,774 96	85,675 37	45,585 56	1,765 07	\$76 34	181 30	.....	151 30	\$3,000 00	3,535 25	.....	189,852 24
Stephenson.....	18,788 08	12,202 25	.....	3,759 96	46,934 83	.....	.....	.....	53 00	.....	.....	.....	199 83	.....	61,977 96
Tazewell.....	11,682 77	11,049 26	.....	4,007 94	56,643 88	23,910 00	171 58	.....	.....	.....	.....	.....	2,243 91	.....	109,709 34
Union.....	5,027 30	7,300 46	.....	773 25	22,554 26	.....	.....	.....	70 00	.....	539 44	41 00	80 00	3,459 13	149,871 33
Vermilion.....	18,956 90	15,214 90	.....	10,321 11	66,598 85	34,500 00	.....	23 96	.....	.....	.....	.....	.....	3 90	16,125 47
Wabash.....	1,617 04	3,378 00	.....	1,106 69	9,595 89	.....	45 67	.....	14 00	.....	278 05	.....	15 50	.....	89,535 64
Warren.....	17,667 33	9,251 57	52 87	2,185 71	59,990 29	.....	.....	.....	.....	.....	.....	.....	410 00	.....	30,930 18
Washington.....	3,075 63	7,998 74	.....	2,486 08	17,354 24	144 10	.....	.....	.....	.....	.....	.....	.....	.....	36,474 81
Wayne.....	5,044 98	8,881 41	144 61	2,100 94	19,750 17	.....	.....	.....	15 05	.....	116 88	.....	.....	.....	35,533 70
White.....	5,192 83	8,661 47	783 41	1,163 70	19,611 42	.....	.....	58 85	.....	.....	250 04	.....	.....	.....	197,374 32
Whiteoide.....	14,594 99	10,530 46	.....	10,611 69	89,847 95	1,082 46	.....	317 50	150 00	127 24	170 80	.....	.....	.....	114,873 18
Will.....	21,165 26	15,808 63	.....	11,181 85	59,900 47	5,843 00	391 70	45 45	.....	.....	.....	.....	.....	.....	90,456 05
Willamson.....	3,048 49	7,044 93	1 45	3,634 00	8,497 86	.....	.....	.....	24 00	.....	.....	.....	.....	.....	79,711 55
Winnebago.....	18,100 63	10,732 59	.....	3,715 64	46,747 39	.....	.....	39 15	201 42	50 00	.....	.....	.....	.....	62,823 88
Woodford.....	8,715 46	7,971 70	.....	5,724 38	42,543 70	676 85	.....	.....	7 00	46 00	.....	.....	2,843 90	.....	68,560 84
	\$1,122,845 69	\$65,915 06	10,733 03	420,218 36	\$4,985,396 92	\$917,521 29	\$10,223 17	4,388 65	\$16,131 17	58,602 14	4,364 81	13,932 22	182,871 90	14,941 65	\$3,638,016 05

## EXPENDITURES

COUNTIES.										
	1	2	3	4	5	6	7	8	9	10
	Amount paid male teachers	Amount paid to female teachers	Total paid teachers	Paid for new school houses.	Paid for school sites and grounds	Paid for purchase of school houses	Paid for rent of school houses	Paid for repairs and improvements	Paid for school furniture	Paid for school apparatus
Adams.....	\$36,335 31	\$34,107 68	\$70,643 99	\$36,018 88	\$6,183 54			\$4,253 20	\$4,266 11	\$323 65
Alexander.....	6,396 88	9,817 04	16,213 92	2,290 39	953 00	\$56 30		1,744 89	338 95	140 80
Bond.....	15,205 51	7,824 56	23,030 07	1,049 09	524 75		\$114 83	1,909 86	528 90	4 40
Boone.....	7,794 59	10,568 72	18,361 31	2,085 93	107 13			1,459 51	523 56	196 47
Brown.....	10,180 45	3,993 52	14,103 97	4,404 90				589 82	101 65	30 59
Bureau.....	26,899 53	36,749 87	63,649 40	14,069 01	598 37		7 34	6,433 36	4,593 37	769 08
Calhoun.....	6,393 05	8,649 17	15,042 22	2,737 99				2,523 00	8 80	
Carroll.....	17,054 39	15,563 33	32,617 35	2,508 50	110 00			2,247 57	2,374 18	993 52
Cass.....	14,768 89	9,395 25	24,164 07	1,079 90				2,080 75	2,734 12	114 44
Champaign.....	31,369 87	97,138 84	128,508 71	24,808 84	145 50	985 50		2,672 99	5,454 30	907 79
Christian.....	28,685 17	12,363 66	41,048 83	2,722 24	933 90			1,563 69	2,013 51	210 10
Clark.....	14,675 94	7,759 94	22,435 70	4,079 43	80 00			1,389 40	519 63	14 25
Clay.....	11,736 47	6,149 54	17,886 01	2,643 79	184 72	2,351 22		1,563 69	350 38	183 65
Clinton.....	15,367 59	4,935 87	20,303 46	3,585 74	54 00	1,350 74		1,309 94	35 00	189 00
Coles.....	25,531 03	16,563 85	42,094 88	21,789 15	302 00	1,164 17		4,445 52	95 00	189 00
Cook.....	114,791 70	382,133 83	496,925 53	135,583 45	79,614 38		9,561 48	87,903 70	26,477 88	1,929 34
Crawford.....	10,578 80	13,683 35	24,262 15	4,888 02	510 00			1,150 00	523 35	
Cumberland.....	10,789 52	4,966 08	15,755 60	2,313 63	54 80			963 19	110 00	131 55
DeKalb.....	16,870 01	97,632 11	114,502 12	2,573 60	48 67			9,734 82	906 29	1,589 63
DeWitt.....	19,264 78	10,343 50	29,608 28	1,630 00	60 10			2,861 15	640 45	1,187 14
Douglas.....	19,408 12	9,662 69	29,070 81	10,798 18				2,368 79	769 79	429 43
DuPage.....	12,754 79	13,057 25	25,812 04	1,600 00				2,984 22	637 45	573 01
Edgar.....	17,908 20	15,649 15	33,557 35	6,983 65	444 44			2,960 58	64 40	315 56
Edwards.....	4,614 78	4,993 20	9,608 98	6,985 41	8 89			703 98	14 80	10 40
Effingham.....	9,993 21	6,183 63	16,175 84	1,813 31	45 00	470 79		2,133 26	859 59	919 18
Fayette.....	17,968 48	7,786 77	25,755 25	2,367 38	70 50	980 00		2,849 36	554 39	619 77
Ford.....	10,047 70	10,430 02	20,477 72	5,537 97	20 00			2,939 01	1,137 60	380 77
Franklin.....	12,460 45	1,624 67	14,085 12	1,601 79	45 00			2,939 01	5 00	153 50
Fulton.....	36,473 43	33,471 04	71,944 46	6,538 96	100 00			2,533 89	1,046 21	188 50

COUNTIES.										
	1	2	3	4	5	6	7	8	9	10
	Amount paid male teachers	Amount paid to female teachers	Total paid teachers	Paid for new school houses.	Paid for school sites and grounds	Paid for purchase of school houses	Paid for rent of school houses	Paid for repairs and improvements	Paid for school furniture	Paid for school apparatus
Gallatin	\$10,348 52	\$3,617 19	\$13,965 71	\$1,382 30	\$3,330 00		\$60 00	\$829 81	\$465 05	\$295 10
Greene	20,371 06	12,766 26	33,137 32	1,232 33				2,614 85	1,236 94	35 07
Groby	10,173 23	15,860 78	26,034 01	3,242 05			20 00	4,045 40	1,176 35	632 77
Hamilton	10,831 67	1,632 06	11,795 29	1,369 84	11 00		56 30	6,689 63	1,224 14	166 85
Hancock	34,513 04	28,301 33	62,814 37	6,904 65	380 51		286 70	7,095 35		49 43
Hardin	3,946 75	649 79	4,596 54	642 50				141 95		172 52
Henderson	14,088 84	9,633 94	23,721 78				24 00	2,069 55	23 17	58 20
Henry	29,346 62	38,976 82	68,323 44	8,431 03	707 01	\$1,800 00		9,617 06	3,894 56	1,674 75
Iroquois	21,045 12	28,796 66	49,841 78	9,841 43	407 42	\$1,429 24	663 08	4,359 64	1,104 67	500 59
Jackson	16,471 44	7,083 31	23,554 75	2,115 00			31 69	2,725 22	1,134 97	242 00
Jasper	10,654 92	4,885 96	15,540 88	879 29	5 00		86 25	569 17	53 66	14 00
Jederson	14,041 11	6,077 51	20,118 65	3,169 49			50 00	1,521 41	429 07	60 15
Jersey	16,127 08	5,776 91	21,903 99	828 91	75 00		34 00	1,468 76	293 96	
Jo Davies	17,110 38	19,473 86	36,584 24	7,751 47	637 65		122 00	5,135 77	1,903 73	989 31
Johnson	10,985 01	882 00	11,867 01	431 00				462 00		
Kane	22,878 96	45,204 82	68,083 78	1,499 03	2,865 00	1,575 00	66 65	7,281 89	1,512 20	681 24
Kankakee	11,363 63	17,673 31	29,036 94	2,714 68	1,166 13	25 00		2,200 84	732 54	144 99
Kendall	9,857 27	12,864 33	22,721 60	2,111 30		280 46	30 00	2,594 83	367 46	210 90
Knox	31,642 25	38,735 97	71,368 22	14,890 35	711 95		85 00	9,922 56	1,843 34	765 50
Lake	11,637 77	15,165 31	26,803 08	2,093 80	336 75		430 00	4,650 88	1,767 02	6 30
LaSalle	49,439 13	55,817 84	105,256 97	9,686 06	2,008 94	345 00		8,950 32	1,198 84	948 86
Lawrence	9,920 99	4,688 74	14,609 74	1,673 75	55 00			1,116 35	261 54	53 90
Lee	23,942 08	26,521 35	49,763 43	2,061 14	142 00	95 88	31 00	5,086 41	2,070 87	1,543 87
Livingston	31,092 56	34,744 81	66,707 37	13,033 67	765 96	569 88		8,674 10	1,917 57	1,435 42
Logan	33,607 28	49,417 28	83,024 56	30,085 93	16 50	700 00	73 50	12,758 54	7,381 29	406 85
Macon	29,263 50	15,809 94	45,045 67	4,793 74			413 50	7,381 29	1,454 79	226 60
Macomb	38,246 60	58,593 09	96,839 69	15,356 06	810 60		680 10	4,688 18	1,313 05	90 75
Madison	42,562 36	29,344 49	70,731 12	10,099 78	464 40		508 32	5,950 40	2,394 99	460 50
Marion	17,007 66	28,168 76	45,176 42	13,254 81	115 00	196 00		1,790 88	183 98	177 95
Marshall	17,906 49	16,644 33	34,550 82	3,167 47	414 72		6 48	3,132 00	440 32	
Mason	19,258 45	14,736 84	33,995 29	67 95				9,397 93	871 38	981 85

Massac.....	8,181 74	1,766 64	9,848 28	1,919 17	925 00	.....	85 00	950 06	145 95	37 35
McDonough.....	23,601 44	25,890 67	49,692 11	4,511 98	909 65	.....	920 00	5,836 42	789 16	291 68
McHenry.....	18,563 58	19,583 58	38,602 16	3,492 58	135 91	.....	109 00	5,036 67	1,091 94	440 66
McLean.....	60,943 98	60,933 74	113,477 62	31,323 80	2,644 13	134 05	108 97	14,001 78	4,001 55	985 13
Menard.....	16,965 51	6,964 56	23,930 07	2,381 81	75 00	.....	62 75	1,694 88	591 91	61 00
Mewar.....	20,387 03	17,731 75	38,118 78	9,739 30	506 86	303 92	149 61	5,387 56	544 15	372 38
Monroe.....	15,383 28	3,460 88	18,844 10	601 00	.....	.....	169 85	238 35	929 10	183 95
Montgomery.....	21,750 11	17,277 08	39,027 19	9,906 14	900 00	.....	973 35	4,013 43	746 03	904 63
Morgan.....	33,954 49	28,954 49	62,930 01	12,431 97	477 10	.....	90 00	4,371 67	857 94	333 35
Monticello.....	15,699 93	4,545 33	20,245 26	1,487 97	197 25	186 70	136 45	1,649 75	96 25	96 25
Ogle.....	27,277 46	29,955 34	57,232 80	6,401 50	194 39	.....	136 40	6,592 94	3,964 97	2,479 89
Peoria.....	38,256 86	46,442 97	84,599 83	8,756 70	.....	.....	405 00	11,933 30	690 59	508 90
Perry.....	11,518 97	7,409 85	48,986 23	8,889 15	.....	.....	19 00	1,012 90	132 00	143 61
Pike.....	15,035 51	9,044 63	24,080 14	8,199 42	134 05	.....	33 00	3,014 64	593 41	137 85
Pike.....	27,888 09	20,330 70	48,218 86	5,414 62	.....	.....	98 98	4,918 56	935 58	1,017 95
Pope.....	10,467 39	3,834 02	14,441 31	606 55	.....	12 00	15 00	328 87	192 53	14 00
Pulaski.....	2,611 37	3,640 56	6,251 93	463 00	100 00	.....	37 00	101 90	94 95	.....
Putnam.....	4,630 15	8,368 77	12,998 92	2,074 53	308 23	.....	117 00	1,871 59	299 13	38 58
Randolph.....	17,839 84	7,532 15	25,371 99	2,711 70	94 13	.....	.....	1,831 31	653 37	110 10
Richland.....	10,126 08	9,583 75	19,719 83	3,305 96	910 00	.....	12 00	1,383 73	728 67	132 08
Rock Island.....	19,151 86	26,662 93	45,814 79	3,305 96	910 00	15 00	29 80	5,778 46	1,501 55	300 00
Saline.....	13,555 54	1,404 18	14,959 72	2,774 53	29 96	.....	75 00	6,919 70	245 55	443 93
Sangamon.....	53,631 71	37,445 50	91,077 21	14,100 92	125 50	.....	128 44	9,749 16	1,619 30	486 62
Schuyler.....	10,870 64	10,573 90	21,444 54	2,328 00	.....	.....	42 00	1,978 47	910 59	5 05
Scott.....	11,842 34	4,889 77	16,732 11	1,405 32	.....	.....	26 00	2,384 41	1,539 00	487 03
Shelby.....	27,464 37	8,045 32	35,509 69	9,075 65	871 45	685 12	26 00	2,468 46	1,474 95	956 05
Stark.....	7,838 01	13,845 44	21,683 45	1,410 76	75 00	663 30	100 00	5,358 68	1,591 62	1,139 25
St. Clair.....	55,781 23	94,331 98	149,113 21	2,347 73	150 00	.....	789 60	3,170 67	843 92	332 01
Stephenson.....	21,544 10	15,985 08	37,529 18	2,916 01	1,003 75	.....	187 75	826 53	357 55	.....
Tazewell.....	24,634 12	25,580 67	50,214 79	3,347 73	165 51	.....	1,078 00	8,092 96	1,848 44	281 05
Union.....	14,847 32	3,678 66	18,525 98	3,408 20	1,355 16	50 00	5 00	6,337 65	1,095 94	385 40
Vernon.....	28,614 46	27,534 26	56,148 76	10,361 29	900 00	44 00	50 00	6,337 65	1,095 94	385 40
Wabash.....	7,066 41	2,864 88	9,931 29	1,014 60	.....	.....	779 91	779 91	43 95	19 00
Warren.....	20,184 37	9,186 88	29,371 25	5,387 09	900 00	.....	50 00	6,337 65	1,095 94	385 40
Washington.....	14,918 43	6,338 68	21,257 11	988 00	.....	.....	72 00	6,337 65	1,095 94	385 40
Wayne.....	14,425 62	4,586 99	19,012 61	3,166 46	97 54	600 00	72 00	6,337 65	1,095 94	385 40
White.....	17,020 53	3,176 24	20,196 77	2,572 22	100 00	.....	17 40	1,846 69	182 08	50 90
Whiteaide.....	26,575 74	31,176 24	57,751 98	1,642 60	392 30	.....	77 00	7,364 67	1,872 14	475 10
Will.....	33,102 59	33,102 59	66,205 18	8,521 52	922 11	.....	.....	8,143 50	1,063 70	316 11
Williamson.....	12,502 59	2,733 81	15,236 40	9,925 29	23 75	.....	.....	476 91	1,763 98	395 62
Winnebago.....	10,557 91	21,450 81	32,008 72	2,363 74	194 76	387 94	399 50	6,177 47	1,504 69	597 01
Woodford.....	18,693 79	19,534 09	38,227 88	4,224 50	168 50	.....	.....	4,265 73	639 05	472 89
	\$2,073,666 94	\$1,995,946 94	\$4,069,613 88	\$758,564 69	\$114,880 29	\$14,416 71	\$22,415 92	\$455,535 33	\$129,836 68	\$33,982 92

## Financial Statistics, 1871—Continued.

COUNTIES.	11	12	13	14	15	16	17	18	19	20
	Paid for books for district libraries .....	Paid for fuel and other incidental expenses .....	Paid township treasurer for clerical services .....	Paid township treasurer for commissions .....	Total paid township treasurers .....	Amount of interest paid on district bonds .....	Amount paid on principal of district bonds .....	Insurance .....	Services of school officers .....	Other townships and districts .....
Adams .....	\$169 05	\$9,717 09	\$391 99	\$3,077 06	\$3,468 37	\$2,843 80	\$5,050 53	\$105 77		
Alexander .....		2,101 02	27 80	667 82	683 72	30 00	300 00			
Bond .....	30 50	1,532 17	109 03	686 69	785 72	158 67	939 00	11 00		
Boone .....		3,289 84	74 50	493 50	567 09	639 17	731 18			
Brown .....		1,443 33	57 00	342 62	389 63	5 00		13 80		
Bureau .....	52 15	11,069 06	197 73	2,515 74	2,713 47	5,592 01	15,514 60			
Calhoun .....		508 00	34 40	201 44	225 84	15 69	130 00	15 40		
Carroll .....		6,163 51	186 86	1,106 17	1,293 03	9,579 57	6,531 80			
Casa .....	91 00	2,210 84	179 00	663 81	842 81	247 15	755 42			
Champaign .....	145 10	8,025 86	477 15	2,031 90	2,508 35	6,644 33	7,878 64	194 41	\$47 00	
Christian .....		5,670 01	171 47	1,584 13	1,753 59	5,369 83	5,331 73	599 32		
Clark .....		2,035 11	103 30	576 92	1,779 52	35 00				
Clay .....	68 00	2,025 24	327 53	698 87	927 40	456 61	106 00	7 25		
Clinton .....	37 80	954 32	177 82	740 35	699 17	699 36	3,433 76			
Coles .....	90 00	5,807 54	181 48	1,164 84	1,246 39	5,171 54	7,327 95			
Cook .....	432 10	25,846 16	1,313 72	4,898 55	6,911 97	86,985 82	109,041 28	632 49	11,996 47	\$218 00
Crawford .....		1,203 30	240 30	543 19	753 39	86 56	410 00	19 00		194 40
Cumberland .....		916 29	131 39	406 06	539 45	40 64	1,305 39		4 50	139 78
DeKalb .....		10,203 51	195 90	1,632 50	1,818 30	1,631 19	3,910 00	84 23		
DeWitt .....	12 35	2,787 87	276 34	851 29	1,197 63	4,000 00	6,327 15			
Douglas .....		3,014 93	163 77	974 83	1,136 60	79 00	1,385 00			
DuPage .....	30 00	4,446 34	61 00	606 21	689 21	237 12	1,188 33	75 25		
Edgar .....		4,435 90	285 99	954 29	1,240 28	16 12	3,030 60	17 94		145 18
Edwards .....	15 00	960 00	76 35	256 06	323 33	593 58	187 29	13 85		8 46
Edgingham .....	87 53	1,184 40	102 67	442 07	544 74	37 50				
Fayette .....	183 92	1,735 61	155 86	761 34	916 62	85 54	3,184 57			
Ford .....	85 88	2,900 94	244 50	1,049 92	1,284 43	719 41	954 57	96 51		
Franklin .....	54 00	1,044 88	89 65	303 24	451 89	541 75	1,130 85			
Fulton .....		7,558 84	337 99	1,929 30	2,967 30	2,771 38	5,719 87			
Gallatin .....	115 92	1,081 72	114 00	329 44	506 44	2,771 38	5,777 65			
Greene .....	25 00	2,725 06	51 92	824 65	1,006 57	1,896 13	2,106 39			

Grundy.....	53 34	963 98	760 00	888 76	811 76	77 00	4, 499 51	55 80	.....
Hamilton.....	.....	.....	.....	934 46	367 36	137 10	7, 917 37	.....	.....
Hancock.....	.....	.....	.....	2, 093 34	1, 537 36	525 86	2, 185 50	.....	.....
Hardin.....	.....	.....	.....	.....	59 56	.....	2, 245 53	.....	.....
Henderson.....	.....	.....	.....	.....	676 87	175 50	2, 454 36	.....	.....
Henry.....	.....	.....	.....	.....	2, 598 30	158 50	2, 654 36	.....	.....
Iroquois.....	.....	.....	.....	.....	1, 938 13	397 08	7, 076 68	.....	.....
Jackson.....	.....	.....	.....	.....	616 49	68 00	1, 106 53	.....	.....
Jasper.....	.....	.....	.....	.....	497 01	213 71	1, 314 88	.....	.....
Jefferson.....	.....	.....	.....	.....	699 66	136 06	2, 417 71	.....	.....
Jersey.....	.....	.....	.....	.....	499 58	941 00	1, 459 11	.....	.....
Jo Daviess.....	.....	.....	.....	.....	1, 374 43	331 50	6, 058 03	.....	.....
Johnson.....	.....	.....	.....	.....	342 97	98 00	1, 093 97	.....	.....
Kane.....	.....	.....	.....	.....	2, 980 40	191 50	13, 887 55	.....	.....
Kankakee.....	.....	.....	.....	.....	1, 149 35	858 94	5, 351 63	.....	.....
Kendall.....	.....	.....	.....	.....	575 03	138 53	5, 357 90	.....	.....
Knox.....	.....	.....	.....	.....	1, 398 07	143 92	5, 383 64	.....	.....
LaSalle.....	.....	.....	.....	.....	3, 593 50	431 09	10, 694 87	.....	.....
Lawrence.....	.....	.....	.....	.....	513 86	181 74	1, 639 77	.....	.....
Lee.....	.....	.....	.....	.....	1, 999 70	269 88	10, 765 31	.....	.....
Livingston.....	.....	.....	.....	.....	2, 541 33	397 60	9, 443 38	.....	.....
Logan.....	.....	.....	.....	.....	1, 515 86	334 59	5, 294 65	.....	.....
Macon.....	.....	.....	.....	.....	1, 947 63	172 36	7, 400 44	.....	.....
Macoupin.....	.....	.....	.....	.....	1, 966 51	240 36	4, 976 86	.....	.....
Madison.....	.....	.....	.....	.....	2, 010 63	696 33	5, 419 43	.....	.....
Marion.....	.....	.....	.....	.....	886 99	98 47	2, 402 63	.....	.....
Marshall.....	.....	.....	.....	.....	1, 149 30	65 79	4, 290 30	.....	.....
Massac.....	.....	.....	.....	.....	294 02	183 98	3, 636 93	.....	.....
McDonough.....	.....	.....	.....	.....	938 18	123 96	5, 999 85	.....	.....
McHenry.....	.....	.....	.....	.....	1, 938 00	92 92	7, 065 70	.....	.....
McLean.....	.....	.....	.....	.....	2, 930 85	649 50	14, 970 10	.....	.....
Menard.....	.....	.....	.....	.....	1, 736 75	108 75	1, 734 86	.....	.....
Mercer.....	.....	.....	.....	.....	1, 204 09	268 39	3, 950 06	.....	.....
Monroe.....	.....	.....	.....	.....	563 55	265 55	1, 067 17	.....	.....
Montgomery.....	.....	.....	.....	.....	1, 189 50	463 99	3, 373 18	.....	.....
Morgan.....	.....	.....	.....	.....	1, 440 40	847 47	8, 332 55	.....	.....
Montrie.....	.....	.....	.....	.....	683 11	105 22	1, 746 99	.....	.....
Ogle.....	.....	.....	.....	.....	2, 130 91	903 23	13, 343 91	.....	.....
Peoria.....	.....	.....	.....	.....	1, 586 16	499 98	10, 253 15	.....	.....
Perry.....	.....	.....	.....	.....	682 61	88 59	1, 529 39	.....	.....
Pike.....	.....	.....	.....	.....	749 52	144 90	2, 519 92	.....	.....
Pope.....	.....	.....	.....	.....	1, 399 48	243 50	4, 398 58	.....	.....
Pulaski.....	.....	.....	.....	.....	384 91	198 35	834 59	.....	.....
Putnam.....	.....	.....	.....	.....	914 69	152 06	1, 381 99	.....	.....
Richland.....	.....	.....	.....	.....	372 43	144 65	1, 900 55	.....	.....
Rickland.....	.....	.....	.....	.....	648 59	174 65	2, 059 73	.....	.....
Rock Island.....	.....	.....	.....	.....	1, 286 42	160 43	10, 734 12	.....	.....
Saline.....	.....	.....	.....	.....	1, 411 53	140 71	1, 198 86	.....	.....



## Financial Statistics, 1871—Continued.

COUNTIES.	11	12	13	14	15	16	17	18	19	20
	Paid for books for district libraries.....	Paid for fuel and other incidental expenses.....	Paid township treasurer for clerical services.....	Paid township treasurer for commissions.....	Total paid township treasurers.....	Amount of interest paid on district bonds.....	Amount paid on principal of district bonds.....	Insurance.....	Services of school officers..	Other townships and districts.....
Sangamon.....	.....	\$11,592 04	\$539 33	\$2,140 54	\$2,479 97	\$3,394 73	\$15,344 69	.....	.....	.....
Schnyder.....	.....	2,098 32	67 98	756 88	894 96	741 36	1,938 82	\$13 00	.....	.....
Scott.....	.....	1,914 75	98 00	603 06	629 06	1,705 81	3,970 00	4 70	.....	.....
Shelby.....	.....	3,599 30	203 39	1,109 24	1,312 63	780 88	2,102 76	.....	.....	.....
Stark.....	.....	2,098 92	82 81	672 48	755 29	49 38	287 00	45 90	.....	.....
St. Clair.....	.....	6,358 09	567 63	2,977 55	3,535 18	12,621 63	40,218 03	.....	.....	.....
Stephenson.....	.....	6,308 28	159 87	1,348 58	1,508 45	1,418 31	2,284 05	89 45	.....	\$2,270 09
Tazewell.....	.....	5,852 33	357 50	1,179 89	1,537 39	1,990 09	2,697 38	.....	.....	50 74
Union.....	.....	2,427 14	118 75	639 84	758 59	2,546 86	3,794 91	.....	.....	.....
Vermilion.....	.....	7,465 26	630 69	1,980 78	2,601 47	2,530 95	5,772 17	155 75	.....	5 35
Wabash.....	.....	10 00	58 21	264 12	392 33	50 60	760 00	31 50	.....	.....
Warren.....	.....	37 97	904 06	1,413 95	1,639 68	70 03	861 55	.....	.....	.....
Washington.....	.....	1 25	149 90	925 73	1,715 97	227 04	799 36	.....	.....	.....
Wayne.....	.....	1,187 32	253 47	638 17	891 64	132 06	998 59	.....	.....	.....
White.....	.....	1,199 08	184 44	608 69	793 33	81 40	1,507 17	.....	.....	75 53
Whiteville.....	.....	11,499 29	166 05	2,556 98	2,792 34	6,014 40	10,900 36	77 90	.....	169 37
Will.....	.....	7,953 89	540 84	1,984 10	2,515 04	1,494 25	4,813 44	199 05	93 00	177 71
Williamson.....	.....	7,910 09	134 00	316 30	2,450 30	.....	.....	23 50	.....	.....
Winnebago.....	.....	6,169 11	43 55	1,353 84	1,377 39	2,431 72	7,379 46	.....	.....	3,219 72
Woodford.....	.....	2,030 03	141 92	1,821 94	1,863 86	1,310 77	2,069 48	306 00	.....	.....
	\$4,076 00	\$509,897 10	\$22,384 55	\$116,331 71	\$138,716 98	\$384,314 70	\$496,745 21	\$3,799 35	\$12,318 44	\$12,026 60

COUNTY.	31	32	33	34	35	36	37	38	39	30
	Loans of district funds ....	Loans paid .....	Errors, tax settlements, reports, etc. ....	Miscellaneous .....	Amount to balance .....	Total expenditures for year ending July 31, 1871 .....	Balance in treasury to credit of districts .....	Balance in treasury awaiting action of trustees .....	Whole amount in treasury.	Total of expenditures and balance .....
Adams .....					\$4,639 80	\$147,742 08	\$27,049 97	\$1,027 23	\$28,090 20	\$175,819 98
Alexander .....						95,011 96	1,970 20	2,091 14	2,091 14	97,102 40
Bond .....				\$62 60		29,377 86	3,914 13	3,986 77	3,986 77	33,364 63
Boone .....	\$135 00	\$35 95	\$1 00	2 00		27,769 19	10,741 22	1,368 01	12,109 23	39,878 43
Brown .....			2 30			17,465 74	3,523 72	1,331 60	3,635 32	21,141 06
Bureau .....						125,011 22	35,125 51	1,734 77	36,860 28	161,871 50
Calhoun .....			20 20	30 85		10,960 99	1,909 36	47 25	1,956 61	12,917 60
Carroll .....						57,726 33	9,577 56	1,439 69	11,017 25	68,743 58
Cass .....					338 07	33,721 67	3,328 04	1,830 98	4,159 02	37,880 69
Champaign .....	1,037 80			151 28		126,623 35	29,691 49	4,723 60	34,415 18	161,038 53
Christian .....					104 10	79,223 56	11,145 42	9,142 89	12,288 11	92,571 87
Clark .....			4 25	12 40		31,668 89	4,067 07	302 04	4,369 11	36,158 00
Clay .....				348 47		34,092 66	4,779 64	137 95	4,917 59	39,010 25
Clinton .....					2,268 92	35,369 10	4,302 50	44 86	4,347 36	39,656 46
Cole .....			109 10	60,971 26		93,470 80	13,525 54	1,594 11	15,120 65	108,600 45
Cook .....				310 16		1,169,703 11	235,978 47	9,659 16	244,638 63	1,414,341 74
Crawford .....						96,813 67	5,667 36	178 53	5,845 96	102,659 56
Cumberland .....						91,530 04	332 88	138 60	3,471 48	95,002 52
DeKalb .....			132 30	30 40		77,259 93	94,261 33	136 60	24,702 64	101,962 57
Douglas .....				474 68		4,492 32	4,492 32	845 38	5,336 10	54,782 13
Douglas .....			325 56	194 16	100 00	48,653 98	2,493 10	645 38	27,961 01	76,614 99
DuPage .....			941 67	423 03		36,694 78	11,946 36	1,137 91	11,967 82	47,662 60
Edgar .....	150 00					54,656 13	6,097 09	280 00	6,377 18	61,033 31
Edwards .....				544 13		13,004 35	1,068 51	118 52	1,187 03	14,191 38
Edgingham .....						22,961 66	2,983 35	119 85	3,083 90	25,945 56
Fayette .....						38,244 71	4,049 57	367 70	4,417 27	42,661 98
Ford .....	245 00			232 10		36,326 43	9,924 37	579 82	10,504 19	46,830 62
Franklin .....						19,442 54	9,049 25	28 35	1,077 60	20,520 14
Fulton .....		3,861 57	329 53	101 60		111,853 20	17,062 40	986 58	17,888 92	139,742 21
Gallatin .....	775 00		8 25	6 25		19,610 37	1,827 38	86 11	1,915 49	21,525 86
Greene .....				390 79		48,559 28	7,709 37		7,709 37	56,268 65

## Financial Statistics, 1871—Continued.

COUNTIES.	31	32	33	34	35	36	37	38	39	30
	Loans of district funds ....	Loans paid.....	Errors, tax settlements, reports, etc .....	Miscellaneous.....	Amount to balance .....	Total expenditures for year ending July 31, 1871 .....	Balance in treasury to credit of districts .....	Balance in treasury awaiting action of trustees .....	Whole amount in treasury.	Total of expenditures and balance .....
Grundy.....						\$42,277 00	\$10,947 96	\$1,517 37	\$12,455 33	\$54,742 33
Hamilton.....						15,993 79	2,417 15	630 67	3,047 82	\$19,040 61
Hancock.....				\$51 17		92,416 79	13,654 82	354 10	14,206 92	106,625 71
Hardin.....				92 60		6,049 50	22 78	36 58	50 36	6,108 86
Henderson.....	\$282 81			2,908 33	\$15,157 78	31,687 49	9,874 71	150 21	9,994 92	41,622 41
Henry.....						126,258 39	31,840 51	283 18	32,103 69	160,362 08
Iroquois.....	950 97		\$447 88	689 96		86,296 32	16,615 29	2,929 71	18,555 00	105,151 32
Jackson.....						33,535 48	2,801 41	1,179 59	3,980 70	37,516 18
Jasper.....	\$175 00				209 33	19,932 15	1,244 44	1,185 67	1,330 11	21,292 26
Jefferson.....	223 00			297 03		90,553 71	3,212 29	403 55	3,615 77	33,169 48
Jersey.....				288 74		86,639 16	5,235 83	681 69	5,917 52	34,556 68
Jo Daviess.....			458 12	309 55		63,092 69	15,150 39	397 61	15,477 83	78,569 92
Johnson.....				189 58		14,287 60	1,989 50	53 65	1,336 15	15,623 75
Kane.....			5 49	1,676 46		127,029 17	96,880 17	709 86	97,583 15	155,519 32
Kankakee.....				200 95		45,132 04	7,926 02	867 65	8,793 68	53,925 72
Kendall.....					81 00	30,834 63	8,786 45	686 66	10,465 11	41,318 79
Knox.....				300 55		118,800 66	19,046 09	370 80	19,396 29	138,287 55
Lake.....	31 50			70 00		49,397 56	6,754 00	226 02	6,980 02	56,377 60
LaSalle.....				443 50		166,824 81	32,393 99	1,721 27	34,045 96	200,879 07
Lawrence.....	500 00			137 79		32,922 77	2,428 85	952 15	2,684 00	35,606 77
Lee.....				592 10		89,013 06	18,122 08	596 14	18,708 93	107,721 90
Livingston.....				2,300 90		116,022 54	20,564 41	3,918 50	24,482 91	140,505 45
Logan.....				100 05		111,201 70	10,506 65	444 49	10,951 13	132,152 83
Macon.....						87,890 18	14,541 30	1,675 77	16,217 07	104,046 25
Madison.....	300 00			101 60		98,304 08	19,170 05	617 61	19,787 66	118,092 64
Madison.....				341 06		111,072 68	14,511 07	414 63	14,925 34	125,998 02
Marion.....					760 15	40,990 96	5,632 63	130 75	5,823 34	45,814 04
Marion.....					83 45	55,997 99	6,144 44	990 91	6,445 35	62,433 37
Marshall.....			99 75	840 90		26,262 17	10,510 09	169 90	10,672 49	36,934 50

McHenry	43 80	68,761 14	16,502 16	995 03	17,097 19	85,858 33
McLean	79 63	210,013 83	31,503 01	1,838 43	33,641 44	243,655 97
Menard	92 90	36,098 91	5,301 08	6,000 81	6,000 81	49,099 79
Merced		63,344 31	10,269 37	831 98	11,101 35	74,345 66
Monroe	109 37	29,374 19	3,250 32	870 12	4,130 64	33,504 83
Montgomery	925 33	68,023 59	25,453 18	4,603 29	30,056 47	98,680 06
Morgan		113,852 68	18,134 12	4,415 08	18,549 30	132,401 88
Moultrie		97,694 00	3,184 47	40 27	3,224 74	100,919 64
Ogle	34 50	114,795 25	21,477 03	266 94	21,744 57	136,539 88
Peoria	75 84	129,709 39	24,653 24	1,098 15	25,751 39	154,460 78
Perry	959 45	28,581 71	9,211 66	1,409 60	3,621 26	32,202 97
Platt	110 00	40,492 47	8,407 84	231 39	8,639 23	49,131 70
Pike	22 35	76,108 53	11,341 29	210 94	11,452 83	87,561 36
Pope	245 46	18,273 91	3,316 85	349 33	3,566 18	21,840 09
Prairie	17 20	8,022 62	3,838 14	607 31	1,845 45	9,868 07
Putnam	14 38	18,127 13	4,068 53	198 60	4,267 13	22,404 86
Randolph	109 86	36,025 67	1,804 60	2,274 93	4,079 53	40,105 20
Richland	341 92	67,247 23	15,926 86	1,693 22	5,414 96	83,327 97
Rock Island		21,391 56	1,967 16	64 25	2,031 41	23,422 97
Saline	598 37	156,845 11	19,321 24	380 04	19,551 28	176,396 39
Sangamon	43 98	52,710 73	9,631 16	154 10	9,785 26	62,495 99
Scott	5 00	28,863 81	2,612 71	1,146 80	3,759 51	32,623 32
Shelby		57,908 70	8,619 44	228 12	8,847 56	66,756 26
Stark		30,354 49	9,067 68	36 14	9,103 82	39,458 31
St. Clair	131 25	158,922 85	28,799 88	200 51	31,000 39	189,823 24
Stephenson		62,459 93	19,260 99	267 04	19,548 03	81,977 96
Tazewell	201 43	92,601 52	16,812 81	595 01	17,107 82	109,709 34
Union		125,384 43	23,194 81	85 04	3,801 67	135,675 17
Vermilion	23 50	14,492 94	1,636 10	1,369 09	24,486 90	140,871 33
Wabash		68,936 91	20,353 08	47 04	1,683 23	16,185 47
Warren		26,888 94	3,194 30	235 65	29,588 73	89,525 64
Washington		31,051 43	5,036 05	867 33	5,041 24	36,930 19
Wayne	50 00	30,110 95	5,330 85	3,423 30	5,492 75	36,474 81
White	137 23	102,288 77	23,625 51	91 90	25,075 55	127,374 32
Whiteside	1,132 29	89,989 54	22,067 98	1,450 04	25,603 64	114,873 18
Will	921 93	19,135 15	1,296 90	8,515 66	1,321 80	20,456 95
Williamson	90 00	63,954 54	14,555 24	24 90	1,901 79	79,711 55
Winnebago		57,455 84	10,457 68	1,667 32	11,125 00	68,580 84
Woodford		\$7,203,161 48	\$1,339,990 85	\$34,863 72	\$1,424,854 57	\$8,628,016 05
	\$79,946 26	\$28,073 58	\$1,339,990 85	\$34,863 72	\$1,424,854 57	\$8,628,016 05

COUNTIES.	1	2	3	4	5	6	7	8	9	10
	Principal of township fund.	Amount of township fund loaned.	Average rate of interest received on township funds.	Net proceeds of school lands sold during the year.	Highest monthly wages paid to any male teacher.	Highest monthly wages paid to any female teacher.	Lowest monthly wages paid to any male teacher.	Lowest monthly wages paid to any female teacher.	Amount of district debts for building purposes.	Total outstanding district debts.
Schuyler.	\$34,517 30	\$34,216 75	10	.....	\$180 00	\$50 00	\$20 00	\$18 00	\$24,337 00	\$28,549 80
Schoharie.	14,549 82	13,717 82	10	.....	100 00	50 00	33 00	23 00	1,475 00	19,948 55
Shelby.	48,587 72	48,587 72	10	.....	166 66	65 00	95 00	16 00	2,116 00	10,949 00
Stark.	12,306 69	12,300 69	10	.....	100 00	50 00	25 00	20 00	2,270 00	5,383 65
St. Clair.	63,619 17	69,035 35	9.96	\$7,298 76	160 00	60 00	30 00	25 00	7,450 00	131,630 29
Stephenson.	43,119 34	42,119 01	10	.....	180 00	60 00	18 00	15 00	700 00	16,281 52
Tazewell.	49,844 99	46,323 78	10	.....	150 00	75 05	25 00	20 00	43,300 00	46,560 00
Union.	12,193 35	11,908 63	10	.....	90 00	45 00	25 00	27 00	21,096 73	31,660 56
Vermilion.	192,404 10	190,032 08	9.7	.....	133 33	60 00	20 00	20 00	35,998 00	53,664 04
Wabash.	12,151 49	12,149 37	9.7	.....	90 00	33 33	25 00	12 00	.....	777 74
Warren.	23,599 07	23,564 07	10	.....	100 00	50 00	26 00	25 00	2,572 27	2,336 90
Washington.	98,146 72	97,870 72	10	.....	100 00	62 50	25 00	18 00	1,295 00	3,223 90
Wayne.	31,855 94	31,848 94	10	.....	100 00	50 00	16 66	13 00	1,328 00	3,635 09
White.	14,769 46	14,769 46	9.8	.....	90 00	40 00	25 00	16 00	3,990 74	3,990 74
White.	155,701 79	155,563 65	9.3	.....	133 33	75 27	25 00	20 00	1,581 00	67,922 33
White.	111,985 04	111,318 90	10	.....	150 00	60 00	20 00	12 00	15,992 00	28,949 30
Will.	7,104 01	7,104 01	10	.....	76 66	65 00	25 00	16 16	.....	9,521 99
Williamson.	41,531 05	40,220 63	10	.....	150 00	70 00	20 00	12 00	6,518 50	12,316 28
Winnebago.	60,703 87	60,065 99	10	.....	111 50	75 00	28 00	20 00	23,196 40	26,212 66
Woodford.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	\$4,776,444 92	\$4,707,229 31	.....	\$69,624 86	\$350 00	\$120 00	\$15 00	\$18 50	\$2,244,712 13	\$2,792,045 43

### EXAMINATION.

**COUNTRIES.**







## County Statistics, 1871—Continued.

COUNTIES.	SCHOOL VISITATION.				OFFICIAL SERVICES.						COMPENSATION.							
	Number of different schools visited during the year ..	Number of schools visited more than once ..	Number of schools not visited at all during year ..	Average number of hours spent in each school visited ..	Number of days spent in school visitation during the year ..	Number of days spent in examinations ..	Number of days spent in institute work ..	Number of days spent in office work ..	Number of days spent in other official duties ..	Whole number of days of official service rendered ..	Number of public addresses delivered ..	Amount received as per diem for services rendered ..	Commissions on money distributed to townships ...	Commissions on money loaned ..	Commissions on sales of school lands ..	From county board, a special appropriation (see 71).	From any and all other sources.....	Total compensation for the year .....
Adams ..	154	6	30	3	310	94	7	51	10	302	10	\$1,510 00	\$400 00					\$1,910 00
Alexander ..	91	3	5	3	30	7	9	97	28	101	75	505 00	75 58					580 58
Bond ..	61	14	8	2	44	27	9	14	33	197	8	605 00	139 91	\$16 15				761 06
Boone ..	78	12	2	3	51	28	6	6		91		455 00	99 25			\$20 00		554 25
Brown ..	9	59	3	3	2	73	12	57		144		65 00	113 02					198 02
Bureau ..	150	6	49		104	76	4	89		273		1,365 00	267 11	90 00				1,652 11
Calhoun ..	30	10	1	4	128	53	6	18		69	6	1,256 00	170 30	61 00				1,486 30
Carroll ..	106	22		2	72	16	3	63	3	253		1,180 00	120 82					1,300 82
Cass ..	76	30	16	3	142	40	5	44	6	236	20	1,145 00	248 00	2 40	\$568 00			1,953 40
Champaign ..	172	30	18	4	142	16	30	62	5	279	31	1,185 00	195 80					1,380 80
Christian ..	130	12	33	2	51	28	10	4		100	6	800 00	170 90					970 90
Clark ..	69	50	33	2	69	7	6	65	16	163	43	817 50	140 35	10 00				967 85
Clay ..	85	10	2	3	130	24	5	35	24	218	10	1,090 00	145 10					1,235 10
Clinton ..	63	40	14	3	63	33	5	54	14	176		880 00	218 36					1,098 36
Coles ..	80	14	27	3	102	57	6	85	37	287	1	600 00	308 89	94 00		\$1100 00		3,032 89
Cook ..	161	57	14	1	59	13	6	14	2	94	7	450 00	145 65					595 65
Crawford ..	79	28	8	3	40	11	11	77		279		1,395 00	200 42					599 78
Cumberland ..	78	6		3	112	79	3	113		311	10	1,555 00	125 36	1 52				1,681 68
DeKalb ..	91	50	6	3	85	110	3	35	3	191	4	855 00	129 84					1,077 84
DeWitt ..	70	17	3	3	108	40	15	24	5	168	4	840 00	126 72					966 72
Douglas ..	87	6	3	3	66	58	9	46	32	182		919 00	203 47			1 67		1,115 14
DuPage ..	91	7	34	2	76	96	3	7		125	2	186 00	76 84			41 00		303 84
Edgar ..	43		1	2	20	90	3	7		125	12	625 00	137 15					762 15
Edwards ..	59	6	10	4	55	27	9	23	11	125	7	1,033 00	189 84	9 60		56		1,253 00
Edgingham ..	96	28	9	4	128	41	6	39	1	213	7	1,280 00	80 86	1,033 20	1,555 80			3,983 86
Fayette ..	65	50	5	3	103	31	12	87	11	244		1,280 00	128 52					1,408 52
Ford ..	54	5	3	3	136	72	4	70	18	300	11	1,500 00	327 44					1,827 44
Franklin ..	200	142	2	3	47	22	3	19	20	111	41	1,461 00	169 00	108 00				1,738 00
Fulton ..	39	4	7	3	47	22	3	19	20	111	41	1,461 00	169 00	108 00				1,738 00
Gallatin ..	39	4	7	3	47	22	3	19	20	111	41	1,461 00	169 00	108 00				1,738 00
Greene ..	81	67	4	5	168	39	5	11	17	240		1,200 00						1,200 00

Grundy.....	70	18	18	31	31	61	68	343 50	195 41	195 41	3 50	467 91
Hamilton.....	50	10	10	60	60	104	140	556 00	119 38	119 38		678 58
Hancock.....	90	5	98	3	34	10	91	1,925 00	509 17	509 17		1,584 17
Hardin.....	27	10	2	3	34	4	90	350 00	45 39	45 39		1,396 39
Henderson.....	79	65	3	187	42	6	53	1,905 00	113 19	113 19	3 00	1,381 19
Henry.....	186	23	3	106	95	6	93	1,505 00	961 00	961 00		1,766 00
Iroquois.....	154	29	48	94	60	8	75	1,100 00	946 96	946 96	198 50	1,475 46
Jackson.....	79	40	30	100	100	6	78	1,980 00	162 60	162 60		1,442 60
Jasper.....	47	12	30	36	36	8	99	545 00	136 52	136 52	9 57	705 60
Jefferson.....	94	12	3	60	60	4	104	430 00	172 13	172 13		621 13
Jersey.....	76	70	67	162	12	50	924	1,130 00	130 64	130 64		1,240 64
Jo Daviess.....	60	6	3	34	63	12	160	946 50	946 50	946 50	19 46	1,067 96
Johnson.....	49	1	4	50	30	4	17	585 00	117 00	117 00		1,718 00
Kane.....	136	48	9	153	70	3	52	1,463 00	240 73	240 73		1,705 73
Kankakee.....	116	14	40	20	48	12	5	1,705 00	189 63	189 63		904 65
Kendall.....	79	70	24	61	26	7	141	410 00	106 00	106 00		516 00
Knox.....	173	15	12	4	151	55	100	1,375 00	923 01	923 01		1,668 01
Lake.....	85	13	15	3	49	30	38	740 00	166 00	166 00	4 00	910 00
LaSalle.....	965	30	34	154	46	30	35	1,450 00	443 00	443 00		1,993 00
Lawrence.....	68	25	4	3	90	15	10	720 00	112 60	112 60	9 11	844 71
Lee.....	159	48	14	206	59	5	310	1,550 00	910 37	910 37		1,760 37
Livingston.....	199	21	11	9	148	62	8	1,165 00	926 00	926 00		1,401 00
Logan.....	104	44	24	98	84	12	64	1,292 50	190 87	190 87	5 05	1,478 58
Macon.....	108	21	9	95	60	5	85	1,405 00	930 15	930 15	34 50	1,659 65
Macopin.....	188	14	24	167	98	7	19	1,470 00	300 19	300 19		1,770 19
Madison.....	117	14	18	88	73	23	50	1,145 00	384 76	384 76		1,469 76
Marion.....	83	30	30	6	73	5	30	1,105 00	189 92	189 92	2 00	1,396 92
Marshall.....	88	43	18	102	36	5	9	1,065 00	145 12	145 12		1,250 12
Massac.....	96	43	3	149	74	6	30	1,500 00	130 00	130 00		1,630 00
Massac.....	34	28	4	90	15	3	40	860 00	83 54	83 54		943 54
McDonough.....	183	40	2	90	30	10	24	923 50	923 50	923 50		1,042 54
McHenry.....	240	16	24	159	50	5	48	1,215 00	198 66	198 66		1,413 66
McLean.....	58	58	2	96	98	24	79	1,485 00	364 53	364 53		2,470 30
Menard.....	105	63	3	150	45	75	270	1,350 00	101 97	101 97	681 07	1,451 97
Mercer.....	105	63	3	150	45	75	270	1,250 00	166 87	166 87	6 16	1,423 03
Monroe.....	41	8	5	3	63	16	3	660 00	110 16	110 16		770 16
Montgomery.....	109	10	3	146	3	23	27	1,275 00	912 88	912 88		1,467 88
Morgan.....	65	85	7	130	68	5	146	1,500 00	924 99	924 99		1,794 99
Moutrie.....	173	91	7	132	43	4	99	946 00	94 75	94 75		336 75
Ogle.....	136	35	13	128	70	3	45	1,485 00	940 00	940 00	80 00	1,815 00
Peoria.....	60	56	3	93	45	12	36	1,450 00	390 45	390 45		1,770 45
Perry.....	60	37	3	117	35	5	10	935 00	132 34	132 34	3 60	1,096 94
Pike.....	149	12	7	3	174	52	6	850 00	109 38	109 38	95 17	1,067 55
Pope.....	55	9	4	65	27	6	61	1,997 50	983 73	983 73	1 80	1,985 53
Pulaski.....	30	3	9	28	16	3	7	937 50	194 01	194 01		70 51
Putnam.....	33	7	9	28	25	3	7	385 50	54 50	54 50		449 50
Randolph.....	65	10	15	9	158	3	1	330 00	66 82	66 82	6 00	396 82
Richard.....	88	21	2	105	32	4	30	1,185 00	175 58	175 58		1,360 58
Rock Island.....	55	17	1	103	8	114	20	970 00	116 99	116 99		1,064 99
Saline.....	83	17	3	37	13	9	40	1,500 00	923 90	923 90		1,743 90
Sangamon.....	141	16	26	105	100	5	95	755 00	186 61	186 61	10 90	894 50
								1,595 00	493 96	493 96		1,947 99

## County Statistics, 1871—Continued.

COUNTIES.	SCHOOL VISITATION.				OFFICIAL SERVICES.							COMPENSATION.						
	Number of different schools visited during the year...	Number of schools visited more than once .....	Number of schools not visited at all during year ....	Average number of hours spent in each school visited .....	Number of days spent in school visitation during the year .....	Number of days spent in examinations .....	Number of days spent in institute work .....	Number of days spent in office work .....	Number of days spent in other official duties.....	Whole number of days of official service rendered ...	Number of public addresses delivered.....	Amount received as per diem for services rendered .....	Commissions on money distributed to townships....	Commissions on money loaned .....	Commissions on sales of school lands .....	From county board, a special appropriation (see 71).	From any and all other sources .....	Total compensation for the year .....
Schnyler.	47	47	40	3	114	90	6	63	41	74	1	\$70 00	\$152 80					\$322 80
Scott.	96	96	40	4	170	32	10	43	5	133		1,140 00	86 70					1,226 70
Shelby.	80	20	2	54	127	12	3	23	6	203		1,685 00	214 94					1,879 94
St. Clair.	124	15	3	24	132	39	8	59	6	210		1,095 00	85 56	\$4 00				1,124 56
Stephenson.	136	25	3	24	132	60	7	11		277		1,383 00	362 13	8 00		\$23 71		1,778 94
Tazewell.	107	69	2	3	102	30	24	40	6	210		1,050 00	247 14					1,297 14
Union.	54	10	6	6	64	38	6	31	37	209	7	890 00	225 98	7 50				1,050 98
Vernilion.	110	12	80	3	78	58	12	74	8	228	6	1,140 00	310 00	8 37				1,458 37
Wabash.	51	8	5	14	90	13	6	107	2	252		1,260 00	139 88					1,449 88
Warren.	163	5	5	3	83	54	5	73	1	136		1,075 00	173 07	7 00				1,265 57
Washington.	74	4	9	3	50	15	5	40	8	979	6	1,260 00	184 19					1,444 19
Wayne.	104	43	3	4	174	52	9	9	9	252		1,260 00	184 19					1,444 19
White.	46	38	38	23	92	17	23	89	305	52		1,260 00	184 19					1,444 19
White.	124	12	9	24	146	49	10	23	30	295	9	1,260 00	184 19					1,444 19
Will.	184	10	15	24	125	130	5	49	10	171	3	1,260 00	184 19					1,444 19
Williamson.	82	11	24	24	67	40	30	25	25	226		1,260 00	184 19					1,444 19
Winnebago.	128	128	14	3	121	50	4	23	6	179		1,260 00	184 19					1,444 19
Woodford.	110	14	1	3	82	64	4	23	6	179		1,260 00	184 19					1,444 19
	9,708	2,365	1,189	...	9,237	4,242	801	4,954	1,970	20,504	735	\$67,770 50	\$19,713 87	1,572 63	3,792 77	1,196 21	\$42 23	\$124,078 21

## BALANCE SHEET OF COUNTY SUPERINTENDENTS.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Amount on hand at close of previous year.....	Amount received on Auditor's warrant, school tax...	Interest on school, college and seminary fund.....	Interest on county fund....	Fines and forfeitures.....	From predecessor.....	From various sources.....	Total amount received.....	Paid to township treasurers.	Office expenses, etc.....	Commissions retained.....	Total.....	Cash on hand.....
Adams.....	\$276 52	\$18,398 75	\$1,127 59	\$103 63	\$53 00			\$20,065 86	\$19,629 85	\$21 55	\$400 05	\$20,051 45	\$34 41
Alexander.....	482 35	3,563 13	217 94	823 05	42 00	\$63 89		7,292 89	6,857 21	31 67	75 58	7,033 33	296 56
Bond.....		4,629 92	298 92		298 00			4,928 92	4,839 84	23 10	156 09	7,044 97	182 60
Boone.....		5,298 35	323 05		52 65			5,733 23	5,614 81	4 15	99 25	4,982 19	125 13
Brown.....	29 83	13,535 70	320 64		59 00			14,713 76	14,300 00	84 92	113 02	5,731 98	1 25
Bureau.....	65 41	3,172 65	192 35	237 00	292 01			3,816 00	3,563 40	10 65	287 11	14,672 03	41 73
Calhoun.....	190 00	3,641 25	402 65	357 81	94 00			8,696 07	8,344 77	10 65	71 15	3,645 18	170 82
Carroll.....	611 36	5,429 58	329 19	262 05	30 00			6,046 82	5,920 00	109 00	231 30	8,665 07	11 00
Cass.....	8 77	11,241 60	681 33	79 90	359 32			12,400 44	12,055 39	87 65	130 82	6,040 82	
Champaign.....		9,470 26	480 40	93 26	130 00	\$190 00		12,400 44	12,055 39	87 65	130 82	6,040 82	9 40
Christian.....		7,845 27	401 10	25 26	116 10			9,700 26	9,341 56	21 26	195 00	8,651 32	139 00
Clark.....	21 25	6,815 72	401 10	93 26	47 80			8,566 39	8,374 23	21 26	170 90	8,566 39	
Clay.....		6,385 06	387 72	131 49	7,062 40			7,160 12	6,876 47	90 55	150 35	7,117 37	43 75
Clinton.....		9,460 51	573 56	121 81	762 40			7,276 27	7,076 75	54 00	145 52	7,276 27	
Coles.....		60,617 65	3,675 05	602 23	1,697 49			10,918 28	10,518 00	181 92	218 36	10,918 28	
Cook.....	16,768 98	6,384 01	387 05		120 85			83,381 40	81,593 71	722 70	1,332 89	63,649 30	19,719 10
Crawford.....	492 30	5,161 67	312 95		196 50			7,384 21	7,136 62	35 79	145 65	7,318 08	66 15
Cumberland.....	143 61	9,289 06	565 60		196 50			10,164 77	9,900 00	43 58	290 43	10,694 03	44 99
DeKalb.....		5,909 95	358 31		66 00			6,324 96	6,095 03	112 55	186 68	6,324 96	120 77
DeWitt.....		5,616 72	340 53		184 63		14 82	6,156 73	6,033 89		122 84	6,136 73	
Douglas.....		5,927 15	339 35		50 00			6,336 50	6,092 26	117 51	132 84	6,336 50	
DuPage.....	246 28	9,392 68	561 58		107 00			10,327 34	9,970 79	61 35	205 14	10,227 28	380 26
Edgar.....		3,135 25	190 09	74 49	148 00		112 49	3,660 32	3,574 76		72 95	3,647 71	12 61
Edwards.....		6,405 45	392 00		6 00			6,863 45	6,633 79	85 25	137 15	6,856 19	7 26
Efingham.....		8,779 85	532 30	61 90	190 08			9,564 13	9,309 12	35 48	200 00	9,544 60	19 53
Fayette.....		3,628 97	220 02		174 00		20 01	4,043 00	3,940 19	21 95	80 86	4,043 00	
Ford.....		5,964 55	361 62	100 00				6,426 17	6,297 65		138 52	6,426 17	
Franklin.....		15,365 69	931 58	75 25	137 60			16,510 12	16,136 50	46 18	237 44	16,510 12	
Fulton.....		4,266 86	258 70	123 35	58 00			4,708 03	4,600 15	13 75	94 13	4,708 03	
Gallatin.....	1 13												

## County Statistics, 1871—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13
	Amount on hand at close of previous year.....	Amount received on Auditor's warrant, school tax..	Interest on school, college and seminary fund.....	Interest on county fund....	Fines and forfeitures.....	From predecessor.....	From various sources.....	Total amount received.....	Paid to township treasurers.	Office expenses, etc.....	Commissions retained.....	Total.....	Cash on hand.....
Greene	.....	\$7,986 60	\$484 21	\$37 00	\$240 00	.....	.....	\$8,747 81	\$8,573 37	.....	\$174 34	\$8,747 81	.....
Grundy	.....	5,891 36	357 19	29 35	22 00	.....	\$44 66	6,315 23	6,192 02	67 90	119 39	6,315 23	.....
Hamilton	\$191 41	5,362 65	396 95	29 35	123 00	.....	.....	5,993 37	5,843 63	8 55	119 39	5,971 56	\$1 81
Hancock	.....	13,862 43	840 44	141 23	114 50	.....	.....	14,958 60	14,569 43	90 00	459 17	14,958 60	.....
Hardin	.....	9,096 81	187 14	91 25	25 00	.....	14 18	9,284 38	9,215 99	23 00	23 00	9,284 38	.....
Henderson	10 66	5,336 10	322 52	51 20	77 00	.....	.....	5,798 48	5,546 43	124 10	116 19	5,766 72	.....
Henry	.....	19,971 00	780 00	.....	261 25	.....	.....	13,319 25	13,051 00	.....	261 00	13,312 00	25
Iroquois	111 68	11,269 58	689 83	136 02	987 11	.....	.....	12,460 13	12,082 97	111 63	946 96	12,441 55	18 56
Jackson	.....	7,610 03	461 35	.....	59 00	.....	.....	8,120 40	7,940 00	27 90	162 80	8,130 40	.....
Jasper	.....	5,881 69	356 61	78 77	44 65	.....	.....	6,361 69	6,113 70	49 75	129 10	6,292 55	69 34
Jefferson	29 32	7,016 75	479 98	.....	217 95	.....	.....	8,043 90	8,434 06	8 50	173 12	8,614 08	.....
Jersey	.....	5,028 50	341 13	.....	63 90	.....	.....	6,031 52	5,900 88	10 60	120 64	6,031 52	.....
Jo Daviess	.....	10,978 13	665 58	847 90	131 00	.....	.....	12,622 61	12,177 00	40 63	267 96	12,485 61	137 00
Johnson	.....	5,504 35	333 72	5 00	25 00	.....	.....	5,868 07	5,751 07	5 00	117 00	5,843 07	.....
Kane	33 46	11,502 17	679 16	.....	155 15	.....	.....	12,068 96	11,605 80	138 11	240 73	11,864 64	84 32
Kankakee	138 90	9,197 25	557 61	.....	100 50	.....	.....	9,993 56	9,652 67	95 31	199 65	9,917 63	75 93
Kendall	.....	5,129 54	310 99	.....	81 00	.....	.....	5,531 53	5,345 03	35 70	106 00	5,466 73	34 80
Knox	45 75	13,233 95	802 33	34 50	123 00	.....	22 24	14,361 77	13,825 56	132 35	283 86	14,361 77	.....
Lake	.....	7,524 94	459 82	94 60	298 00	.....	.....	8,466 23	8,078 67	291 30	168 25	8,466 23	.....
LaSalle	447 52	21,903 74	1,321 80	100 00	76 85	.....	.....	23,750 00	21,941 59	439 11	443 00	23,623 70	933 30
Lawrence	.....	5,198 88	310 83	109 19	84 00	.....	.....	5,620 90	5,454 30	64 00	112 60	5,620 90	.....
Lee	1,008 06	10,218 33	619 51	.....	195 23	.....	200 00	12,321 43	10,533 02	200 00	210 37	10,943 39	1,368 03
Livingston	.....	.....	.....	.....	.....	.....	.....	11,797 16	.....	.....	.....	11,797 16	.....
Logan	.....	8,730 21	599 29	3 60	631 30	.....	.....	9,944 40	9,046 62	105 16	186 02	9,359 80	604 60
Macon	461 02	9,425 41	571 44	1,000 36	135 00	.....	.....	11,673 23	10,687 81	66 69	254 65	11,069 15	684 06
Macoupin	35 84	13,974 10	847 81	.....	161 29	.....	.....	15,008 44	14,636 46	81 79	300 19	15,008 44	.....
Madison	.....	14,996 90	909 23	.....	331 80	.....	.....	16,327 92	15,896 56	46 60	334 76	16,257 92	.....
Marion	.....	8,969 19	527 41	902 83	67 00	.....	.....	9,496 43	9,173 78	68 63	189 63	9,432 43	64 06
Marshall	.....	6,830 99	414 14	156 36	.....	.....	.....	7,401 39	7,256 37	.....	145 13	7,401 39	.....
Mason	.....	6,145 60	379 60	.....	40 00	.....	.....	6,558 90	6,098 70	419 50	130 00	6,558 90	.....

Masso.....	3,748 74	287 98	33 35	227 00	4,203 09	4,086 37	93 11	83 54	4,303 09	11,191 71	29 73
McDonough.....	10,490 57	686 08	35 35	38 50	10,904 03	10,904 03	65 14	222 54	11,191 71	29 73	55 44
McHenry.....	9,532 49	579 14	97 06	98 90	9,932 97	9,932 97	68 43	198 66	10,900 05	10,900 05	1,066 07
McLean.....	17,213 58	1,043 68	1,375 35	1,70 75	20,003 30	17,847 65	125 33	364 53	18,337 93	18,337 93	5,063 94
Menard.....	4,598 91	284 68	84 30	50 00	5,063 55	4,882 50	168 04	173 03	5,063 94	5,063 94	503 61
Mercer.....	7,934 87	414 87	96 85	90 00	8,707 94	8,354 87	168 04	173 03	8,707 94	8,707 94	503 61
Monroe.....	5,183 40	314 87	96 85	90 00	5,599 27	4,936 50	110 16	110 16	5,599 27	5,599 27	503 61
Morgan.....	9,535 10	578 10	96 85	434 57	10,644 08	10,354 60	76 34	212 88	10,644 08	10,644 08	503 61
Montgomery.....	10,369 98	624 43	96 85	378 00	11,999 71	10,997 90	77 52	924 98	11,999 71	11,999 71	503 61
Moutrie.....	4,304 78	260 90	580 03	173 00	4,737 71	4,351 86	98 00	94 75	4,737 71	4,737 71	503 61
Ogle.....	10,994 71	911 34	789 48	941 00	12,448 78	11,760 00	184 49	380 00	12,448 78	12,448 78	503 61
Peoria.....	15,030 24	911 34	789 48	941 00	16,156 78	15,702 47	32 50	380 45	16,156 78	16,156 78	503 61
Perry.....	5,771 31	349 93	709 00	71 50	6,962 18	6,771 31	65 00	138 34	6,962 18	6,962 18	503 61
Platt.....	4,771 79	289 30	709 00	71 50	5,368 23	5,368 23	15 22	109 38	5,368 23	5,368 23	503 61
Pike.....	13,189 98	789 67	87 25	667 41	14,933 13	14,445 84	50 35	285 53	14,933 13	14,933 13	503 61
Pope.....	5,472 00	331 75	19 00	434 00	6,249 75	6,103 37	22 30	184 99	6,249 75	6,249 75	503 61
Pulaski.....	2,570 55	153 96	9 00	100 43	3,733 41	3,600 18	51 00	54 50	3,733 41	3,733 41	503 61
Putnam.....	2,661 45	161 36	687 75	100 43	3,611 39	3,332 29	23 10	73 53	3,611 39	3,611 39	503 61
Randolph.....	8,374 67	501 67	117 15	97 00	8,776 34	8,501 94	99 08	175 52	8,776 34	8,776 34	503 61
Richland.....	5,515 37	334 39	117 15	266 40	6,153 55	5,779 94	84 44	123 07	6,153 55	6,153 55	503 61
Rock Island.....	10,275 71	622 09	114 98	266 40	11,438 07	10,594 69	358 43	923 90	11,438 07	11,438 07	503 61
Saline.....	5,686 99	344 70	114 98	61 00	6,507 76	6,165 34	213 81	98 61	6,507 76	6,507 76	503 61
Sangamon.....	16,015 56	970 08	190 00	4,008 00	21,114 54	20,118 86	989 10	432 59	21,114 54	21,114 54	503 61
Schuyler.....	7,096 13	425 96	244 00	4,008 00	8,338 26	8,160 00	15 48	152 80	8,338 26	8,338 26	503 61
Scott.....	4,094 58	244 00	244 00	66 50	4,335 08	4,183 90	37 48	86 70	4,335 08	4,335 08	503 61
Shelby.....	10,073 46	610 70	16 90	29 00	10,713 16	10,486 91	22 03	914 25	10,713 16	10,713 16	503 61
Stark.....	4,389 44	266 13	16 90	474 55	5,147 02	4,682 56	65 16	95 56	5,147 02	5,147 02	503 61
St. Clair.....	15,859 26	961 50	119 25	474 55	17,812 13	17,357 97	36 00	947 14	17,812 13	17,812 13	503 61
Stephenson.....	11,556 31	700 63	119 25	474 55	12,700 94	12,109 80	96 00	947 14	12,700 94	12,700 94	503 61
Tazewell.....	10,397 87	629 78	73 12	53 30	11,393 55	11,049 26	23 90	925 98	11,393 55	11,393 55	503 61
Union.....	6,968 58	422 49	83 74	83 00	7,302 71	7,002 71	95 00	153 00	7,302 71	7,302 71	503 61
Vermilion.....	19,998 60	787 97	402 87	1,398 40	15,858 86	15,199 78	162 66	310 10	15,858 86	15,858 86	503 61
Warren.....	3,347 27	202 04	90 33	68 00	3,744 32	3,578 00	96 50	72 36	3,744 32	3,744 32	503 61
Washington.....	8,851 91	576 30	85 30	918 50	9,614 01	9,304 45	119 68	189 89	9,614 01	9,614 01	503 61
Wayne.....	8,430 60	512 24	100 50	146 76	9,653 63	9,451 00	29 50	173 07	9,653 63	9,653 63	503 61
White.....	7,055 98	427 79	1,603 94	865 62	8,953 63	8,444 88	137 70	999 68	8,953 63	8,953 63	503 61
Whitehead.....	10,196 63	618 90	63 90	865 62	10,880 73	10,588 53	62 85	216 30	10,880 73	10,880 73	503 61
Will.....	14,690 57	886 41	111 55	806 45	16,434 96	15,847 89	7,043 15	146 56	16,434 96	16,434 96	503 61
Williamson.....	6,800 94	412 33	23 75	74 00	7,311 02	7,043 15	76 43	325 19	7,311 02	7,311 02	503 61
Winnebago.....	9,315 87	564 90	388 98	53 00	10,394 05	10,072 57	45 00	906 46	10,394 05	10,394 05	503 61
Woodford.....	7,907 63	479 43	19 00	19 00	8,491 94	8,319 33	23 78	167 73	8,491 94	8,491 94	503 61
	15 88										11 99
	\$24,242 86	\$390,307 58	\$53,440 83	\$84,798 89	\$1,019,570 90	\$949,133 45	\$8,060 39	\$19,887 95	\$988,838 95	\$1,031,031 95	

## County Statistics, 1871—Continued.

COUNTIES.	TOWNSHIPS.				INSTITUTES—ATTENDANCE.				INSTITUTES—RECEIPTS, ETC.				INSTITUTES—EXPENSES.				MISCELLANEOUS.								
	Whole organized.	Whole unorganized.	Total whole.	Fractional organized.	Fractional unorganized.	Total fractional.	Number held.	Number of days continued.	Number of instructors and lecturers.	Number of members attending.	Certificates of attendance issued.	County appropriation received.	Received from members.	Other sources.	Total received.	Paid instructors.	Paid other purposes.	Total paid account of Institutes.	Balance on hand for Institute work.	Number of teachers in Co. from normal university.	Pupils in normal university from county.	Amount of county fund.	Average rate of interest on county fund.		
Adams	23	0	23	3	7	10	4	16	4	134	121	\$10 00	\$75 00		\$75 00	\$30 00	\$13 00	\$43 00	\$32 00	2	3	\$199 22	10		
Alexander	3	0	3	7	1	8	1	3	4	26	5		10 00		10 00		10 00	10 00	6 35	1	1	8,450 00	9½		
Bond	9	0	9	5	0	5	1	4	16	70	53		8 35		8 35		2 00	2 00							
Boone	6	0	6	2	0	2																			
Brown	7	0	7	3	1	4	1	12	14	66															
Bureau	23	0	23	2	0	2	1	3	6	16	13									1		6,300 00	10		
Calhoun	9	5	14	5	1	6	1	5	12	85	70		30 25	\$44 75	75 00	25 00	49 38	74 38	62			15,087 37	10		
Carrroll	7	8	15	1	1	2	1	18	4	123	115		103 00	45 00	148 00	129 00	19 00	148 00			3	6	1,212 00	10	
Cases	24	11	35	17	7	24	1	5	4	76	67		52 75	8 25	61 00	25 00	30 30	55 30	5 70	1	3				
Champaign	17	7	24	5	1	6	1	5	4	76	67	75 00			75 00	62 00	11 40	73 40	1 60		4				
Christian	11	8	19	8	2	10	1	7	18	115	5		10 00		10 00	30 00	10 00	10 00					516 74	10	
Clark	11	11	22	5	1	6	1	5	6	56	47					30 00	4 00	34 00			5		919 00	10	
Clay	11	5	16	3	0	3	1	3	2	40	6		35 00	41 00	34 00	60 00	16 00	76 00			4		1,148 00	10	
Clinton	12	3	15	11	1	12	1	10	1	50						67 50	31 55	99 05			3	7	1,349 38	10	
Coles	8	11	19	11	1	12	2	6	2	91	107	99 05	5 25	30 00	99 05	99 05	1 50	3 75	1 50			2		3,534 79	10
Cook	23	0	23	9	1	10	3	5	14	210	107					10 00	10 00	20 00							
Crawford	8	0	8	10	2	12	6	2	6	2	107														
Cumberland	8	6	14	6	1	7	1	3	4	43	30														
DeKalb	18	0	18	3	1	4	1	5	9	60	58														
DeWitt	11	0	11	3	1	4	1	3	4	14	10		24 00	12 00	36 00	25 00	11 00	36 00			4				
Douglas	8	0	8	9	1	10	1	3	4	160	36	100 00			100 00	75 00	25 00	100 00			2				
DuPage	9	1	10	1	0	1	2	4	6	14	10														
Edgar	7	19	26	19	1	20	1	4	14	14	10		15 50	10	15 50	15 50	10	15 50			1		758 70	10	
Edwards	3	0	3	3	0	3	2	9	2	35	35		30 00		30 00	25 00	5 00	30 00			0		60 00	10	
Edgingham	12	3	15	12	3	15	1	6	12	63	63	20 00			20 00	100 00	70 00	19 65	35	1	4		600 20	10	
Fayette	18	0	18	4	0	4	1	12	8	100	68	100 00									2		948 00	10	
Ford	11	5	16	5	4	9	3	12	8	100	68	100 00									5		610 18	10	
Franklin	8	4	12	3	1	4	1	5	2	40	30		12 50	2 40	14 90		14 50	14 50	40	2			860 00	10	
Fulton	26	0	26	3	0	3	1	3	14	72	67										1		1,692 00	10	
Gallatin	8	0	8	3	0	3	1	3	1	67	67														
Greene	16	1	17	3	1	4	1	3	4	67	67										4				

[illegible]



## County Statistics, 1871—Continued.

COUNTIES.	TOWNSHIPS.						INSTITUTES—ATTENDANCE.				INSTITUTES—RECEIPTS, ETC.				INSTITUTES—EXPENSES.			MISCELLANEOUS.						
	Whole organized.	Whole unorganized.	Total whole.	Fractional organized.	Fractional unorganized.	Total fractional.	Number held.	Number of days continued.	Number of instructors and lecturers.	Number of members attending.	Certificates of attendance issued.	County appropriation received.	Received from members.	Other sources.	Total received.	Paid instructors.	Paid other purposes.	Total paid account of Institutes.	Balance on hand for Institute work.	Number of teachers in Co. from normal university.	Pupils in normal university from county.	Amount of county fund.	Average rate of interest on county fund.	
Sangamon	17	17	34	17	17	34	1	5	3	107	100	\$18 00	\$75 00		\$75 00	\$70 00	\$5 00	\$75 00		2	1	\$2,407 83	10	
Schuyler	6	6	12	6	6	12	1	6	7	75	75	\$18 00			18 00		18 00							
Scott	5	5	10	5	5	10	1	5	2	31	31		25 00		25 00	15 00	10 00	25 00						
Shelby	16	0	16	11	0	11	1	2	2	103	103	62 00	\$18 00		60 00	70 00	10 00	80 00						
Stark	8	0	8	10	1	11	1	2	8	45	45		94 00	74 15	168 15	115 00	39 45	154 45	\$13 70	1	1	1,325 00	10	
St. Clair	11	10	21	10	1	11	1	5	9	154	154		85 00		85 00	34 00	21 00	55 00			2	2	500 00	10
Stephenson	13	12	25	8	1	9	1	4	1	75			14 00	6 00	95 00	65 00	30 00	95 00		1	3	700 00	10	
Tazewell	10	10	20	12	1	13	6	11	9	154	80	75 00								1	8	4,650 00	10	
Union	11	11	22	2		2	3	9	5	94	64	75 00		25 00	100 00	60 00	33 50	93 50	6 50					
Vermilion	20	2	22	10	1	11	1	2	12	110	60		12 00		12 00	10 00	2 00	12 00						
Wabash	2	15	17	4		4	1	2	1	63	59		36 00		36 00		5 00	5 00			3		880 58	10
Warren	15	14	29	1	9	10	1	5																
Washington	14	14	28	1	9	10	1	5	3	45	33		25 00	37 90	62 90	9 00	17 00	26 00			7		840 00	10
Wayne	15	15	30	1	9	10	1	5	3	14	120	50 00	25 00		75 00	31 00	44 00	75 00			10		749 36	10
White	9	9	18	6	1	7	1	5	3	58	38		16 65		16 65		7 25	7 25			2			
Whiteside	16	16	32	6	1	7	1	5	3	58	38										5			
Will	23	23	46	7		7	1	5	3	58	38										1		976 00	10
Williamson	12	12	24	7		7	1	4	4	67		100 00			100 00	77 00	9 20	86 20			1		1,347 72	10
Winnebago	9	7	16	6		6	1	4	4	67											5		5,600 10	10
Woodford	13	0	13	6	0	6	1	4	4	67											2			
	1231	8	1239	604	94	698	119	476	685	7494	4392	\$1693 95	\$1649 27	622 35	\$3965 57	\$3381 95	\$1194 74	\$3576 69	\$388 88	105	249	210,775 26	...	

## SUMMARIES BY COUNTIES—PREPARED FROM TOWNSHIP TREASURERS' REPORTS, 1872.

## GENERAL STATISTICS—SHOWING THE CENSUS, NUMBER OF SCHOOLS, ENROLLMENT, TEACHERS, ATTENDANCE, ETC.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Number of white persons under 21 years of age....	Number of colored persons under 21 years of age....	Total under 21 years of age.	Number of white persons between ages of 6 and 21.	Number of colored persons between 6 and 21.....	Total number between the ages of 6 and 21.....	Number of school districts.	Number of districts having no school.....	Number of districts having less than 6 months' school.	Number of districts having schools 6 months or over..	Total number free public schools sustained.....	Number of calendar months schools sustained.....	Number of days schools actually in session.....	Number of male pupils enrolled.....	Number of female pupils enrolled.....	Total number of pupils enrolled.....	Number of male teachers..	Number of female teachers.
Adams.....	27,375	207	27,582	11,036	131	11,167	190	1	4	185	190	1,306	28,336	4,931	4,776	9,707	153	186
Alexander.....	4,610	1,135	5,745	2,813	667	3,480	23	.....	.....	22	23	145	3,032	2,896	877	1,773	19	28
Bond.....	7,175	91	7,266	4,774	65	4,839	71	.....	.....	71	72	475	9,983	2,135	1,869	4,144	64	50
Boone.....	5,778	13	5,791	4,004	5	4,009	75	1	2	72	75	569	12,518	1,837	1,670	3,507	53	116
Brown.....	6,959	11	6,970	4,853	9	4,862	54	.....	.....	53	54	348	8,086	2,653	2,532	4,885	55	46
Bureau.....	16,385	39	16,424	10,563	19	10,582	211	1	4	206	206	1,534	36,256	4,516	4,417	8,933	155	273
Calhoun.....	3,701	1	3,702	2,335	1	2,336	32	1	2	29	30	198	4,106	3,010	2,775	1,747	21	14
Carroll.....	8,706	8	8,714	5,804	4	5,808	109	2	1	106	110	863	17,413	3,010	2,893	5,702	91	154
Cass.....	6,489	.....	6,489	4,269	.....	4,269	61	.....	.....	59	63	553	13,026	1,569	1,532	4,121	55	45
Champaign.....	18,317	135	18,452	12,330	83	12,413	216	13	12	191	203	1,390	30,750	5,361	5,240	10,701	164	260
Christian.....	10,813	21	10,834	7,945	13	7,958	127	9	.....	125	125	847	18,589	3,298	2,782	6,110	125	80
Clark.....	11,351	4	11,355	7,548	9	7,557	83	1	.....	92	92	589	12,276	3,250	2,796	6,048	90	47
Clay.....	9,946	10	9,956	5,975	10	5,985	84	.....	.....	82	86	498	11,510	3,052	2,813	5,845	75	47
Clinton.....	9,009	145	9,154	5,595	99	5,694	65	1	2	61	68	435	19,069	1,893	1,690	3,443	55	30
Coles.....	14,911	94	15,005	9,539	57	9,596	115	2	3	110	117	741	19,283	3,763	3,431	6,804	111	93
Cook.....	183,680	961	184,641	107,517	505	108,112	226	6	8	312	234	1,921	40,629	25,743	24,363	50,126	142	663
Crawford.....	6,437	2	6,439	3,622	3	3,632	90	1	2	87	90	542	11,910	2,537	2,138	4,695	78	67
Cumberland.....	7,297	1	7,298	4,888	1	4,889	82	.....	.....	79	80	494	11,313	2,947	2,663	5,610	79	67
DeKalb.....	11,132	50	11,202	7,755	26	7,781	153	1	4	148	178	1,086	24,766	3,097	2,853	7,380	96	287
DeWitt.....	9,099	60	9,159	6,039	36	6,095	101	1	3	97	98	634	14,692	2,541	2,439	4,980	96	96
Douglas.....	8,166	88	8,254	5,487	57	5,544	91	.....	.....	88	91	637	14,566	2,649	2,196	4,845	84	76
DuPage.....	8,097	6	8,103	5,545	3	5,548	65	.....	.....	85	85	657	14,501	2,035	1,976	4,011	55	110
Edgar.....	12,866	84	12,950	8,165	59	8,244	130	.....	.....	85	85	657	17,070	3,777	3,315	7,092	115	145
Edwards.....	4,176	41	4,217	2,656	28	2,684	42	3	7	120	127	806	5,556	1,290	1,093	2,313	38	32
Elmhurst.....	9,319	.....	9,319	6,594	.....	6,594	66	.....	.....	66	66	488	9,125	1,987	1,976	3,973	53	50
Elmham.....	11,184	96	11,280	7,422	9	7,431	112	5	3	104	107	639	13,958	2,961	2,704	5,665	83	61
Payette.....	3,590	5	3,595	2,452	.....	2,452	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Forest.....	8,011	92	8,103	5,076	15	5,091	55	.....	.....	70	72	525	11,507	2,044	1,843	3,914	59	17
Franklin.....	21,763	33	21,796	14,705	21	14,726	210	4	6	200	210	1,456	32,231	7,027	6,499	13,526	60	951

## General Statistics, 1872—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Number of white persons under 21 years of age....	Number of colored persons under 21 years of age....	Total under 21 years of age.	Number of white persons between ages of 6 and 21.	Number of colored persons between 6 and 21.....	Total number between the ages of 6 and 21.....	Number of school districts.	Number of districts having no school	Number of districts having less than 6 months' school.	Number of districts having school 6 months or over..	Total number of free public schools sustained.....	Number of calendar months schools sustained.....	Number of days schools actually in session.....	Number of male pupils enrolled.....	Number of female pupils enrolled.....	Total number of pupils enrolled.....	Number of male teachers..	Number of female teachers.
Gallatin	6,354	331	6,685	3,920	922	4,842	42	1	1	41	50	318	6,772	1,768	1,676	3,444	59	19
Greene	10,360	47	10,407	6,761	28	6,789	87	1	2	84	86	578	12,457	2,594	2,330	4,914	73	68
Grundy	7,333	49	7,383	5,335	31	5,366	91	4	1	86	91	631	14,156	2,904	2,052	4,956	57	17
Hamilton	8,654	13	8,667	5,890	2	5,892	60	2	2	60	60	382	7,981	2,243	1,810	4,053	62	14
Hancock	19,945	57	20,002	13,208	38	13,246	180	2	2	178	184	1,254	26,940	5,613	5,167	10,780	154	213
Hardin	3,250	73	3,323	2,030	58	2,088	89	1	1	96	98	156	3,370	686	613	1,299	26	9
Henderson	5,846	3	5,849	3,852	3	3,855	71	1	1	69	73	511	11,690	1,765	1,635	3,400	67	67
Henry	18,847	51	18,898	12,181	37	12,219	196	2	2	178	196	1,464	32,068	5,295	4,962	10,307	132	963
Iroquois	14,852	94	14,946	9,851	47	9,898	214	23	13	178	195	1,345	30,468	4,397	4,064	8,461	193	245
Jackson	10,156	541	10,697	6,429	318	6,740	89	11	2	76	85	499	10,753	2,972	2,549	5,520	68	47
Jasper	6,999	5	7,004	4,517	3	4,520	86	2	2	86	86	573	11,187	2,033	1,934	3,967	77	55
Jersey	11,377	18	11,395	7,444	9	7,453	92	2	2	92	92	539	12,375	2,103	2,740	5,843	80	43
Jersey	7,835	113	8,048	5,086	75	5,161	63	2	2	61	74	597	11,071	1,913	1,677	3,590	62	49
Jo Davies	16,382	13	16,395	10,921	43	10,964	118	2	1	115	126	868	19,574	3,683	3,622	7,305	80	170
Johnson	6,426	19	6,445	4,367	13	4,380	46	1	1	46	46	328	6,863	1,785	1,553	3,338	79	944
Kane	19,864	173	20,037	14,156	93	14,249	146	1	3	143	157	1,123	23,950	3,575	3,163	6,738	95	200
Kankakee	13,637	52	13,689	8,430	45	8,475	3	3	2	71	79	641	14,740	3,817	3,389	7,206	50	200
Kendall	6,049	12	6,061	3,892	2	3,894	146	4	2	141	146	877	9,100	2,406	2,147	4,552	104	104
Knox	18,978	387	19,365	12,947	246	13,193	122	1	2	112	122	841	20,062	3,491	3,147	6,638	137	288
Lake	11,095	55	11,150	7,996	87	8,083	119	2	2	117	122	841	20,062	3,491	3,147	6,638	137	157
Lake	33,765	35	33,800	21,048	28	21,076	296	7	18	271	320	2,139	41,923	6,949	6,154	13,103	231	389
LaSalle	7,139	145	7,284	4,735	109	4,844	69	3	1	65	68	381	8,679	2,074	1,789	3,863	53	47
Lawrence	14,130	34	14,164	9,717	97	9,814	158	2	1	158	158	1,159	28,869	4,065	3,770	7,835	113	204
Lee	18,413	67	18,480	12,369	39	12,408	296	4	4	296	293	1,635	37,755	5,329	5,098	10,540	180	276
Livingston	12,091	59	12,150	7,913	35	7,948	97	2	2	94	119	829	17,397	3,371	3,087	6,458	98	79
Logan	13,665	91	13,756	8,675	57	8,732	119	9	5	105	120	864	18,306	3,847	3,546	7,393	105	96
Macon	18,077	182	18,259	12,145	105	12,250	157	1	1	155	157	1,075	22,007	4,012	4,408	8,426	142	105
Macoupin	23,079	1,073	24,152	14,761	685	15,446	185	3	3	185	188	892	21,164	4,303	4,303	8,606	108	89
Madison	12,341	8	12,349	7,743	67	7,810	118	3	3	112	118	639	19,131	3,375	3,106	6,481	81	88
Marion	8,644	8	8,652	5,743	7	5,750	87	1	5	81	97	654	13,919	2,289	2,289	4,568	72	93
Marshall	8,644	8	8,652	5,743	7	5,750	87	1	5	81	97	654	13,919	2,289	2,289	4,568	72	93
Mass.	8,644	8	8,652	5,743	7	5,750	87	1	5	81	97	654	13,919	2,289	2,289	4,568	72	93
Mass.	8,644	8	8,652	5,743	7	5,750	87	1	5	81	97	654	13,919	2,289	2,289	4,568	72	93

Massac.	4, 709	5, 250	2, 985	3, 319	33	...	...	...	...	33	142	136	34	906	4, 340	1, 148	1, 067	2, 915	37
McDonough.	14, 377	14, 611	9, 591	9, 612	153	1	1	9	...	142	136	151	151	1, 051	92, 109	4, 101	3, 774	7, 875	197
McHenry.	11, 465	11, 490	8, 540	8, 541	155	1	1	153	...	153	155	1	153	1, 173	97, 079	3, 707	3, 455	7, 189	119
McLean.	28, 059	28, 351	17, 538	17, 539	249	7	7	235	...	249	249	7	235	1, 754	36, 070	7, 196	6, 666	13, 869	910
Monard.	6, 317	6, 325	3, 661	3, 662	61	5	5	56	...	61	61	5	56	418	8, 643	1, 593	1, 449	3, 011	60
Monroe.	9, 767	9, 800	6, 338	6, 339	110	1	1	105	...	110	110	1	105	795	16, 749	2, 860	2, 631	5, 491	97
Monroe.	7, 734	7, 776	5, 932	5, 933	49	4	4	48	...	49	49	4	48	313	6, 594	1, 345	1, 113	5, 458	47
Montgomery.	13, 108	13, 137	8, 531	8, 532	194	4	4	116	...	194	194	4	116	798	17, 981	3, 775	3, 447	7, 992	106
Morgan.	14, 946	15, 238	9, 538	9, 539	109	...	...	107	...	109	109	...	107	884	17, 978	3, 877	3, 559	7, 376	94
Moultrie.	13, 788	13, 800	4, 365	4, 366	176	1	1	73	...	176	176	1	73	463	9, 978	1, 915	1, 715	3, 630	63
Ogle.	6, 641	6, 642	8, 978	8, 979	21	...	...	175	...	21	21	...	175	143	30, 419	4, 368	3, 786	10, 374	148
Ogle.	13, 788	13, 800	15, 541	15, 542	160	...	...	157	...	160	160	...	157	1, 361	27, 883	5, 326	5, 138	8, 064	117
Perry.	7, 467	7, 901	4, 711	4, 712	138	1	1	56	...	138	138	1	56	501	9, 522	2, 633	2, 430	5, 063	54
Perry.	7, 467	7, 901	4, 711	4, 712	138	1	1	56	...	138	138	1	56	501	9, 522	2, 633	2, 430	5, 063	54
Phat.	6, 913	6, 915	4, 384	4, 385	62	...	...	79	...	62	62	...	79	512	10, 049	2, 629	2, 429	3, 808	69
Pike.	16, 389	16, 466	10, 500	10, 501	160	4	4	154	...	160	160	4	154	1, 073	24, 077	5, 019	4, 609	9, 698	135
Pike.	6, 305	6, 457	3, 923	3, 924	154	...	...	54	...	154	154	...	54	398	6, 909	1, 471	1, 251	3, 739	45
Pope.	3, 150	3, 150	2, 072	2, 073	56	...	...	26	...	56	56	...	26	314	4, 538	1, 056	937	9, 739	19
Pulaski.	2, 999	3, 028	2, 020	2, 021	35	...	...	34	...	35	35	...	34	946	5, 099	848	853	1, 701	26
Putnam.	11, 945	12, 458	7, 308	7, 309	90	3	3	81	...	90	90	3	81	558	12, 472	2, 493	2, 067	4, 559	68
Randolph.	8, 468	8, 490	5, 308	5, 310	79	...	...	70	...	79	79	...	70	425	8, 393	2, 397	2, 353	4, 750	77
Richland.	15, 121	15, 197	9, 728	9, 729	101	1	1	94	...	101	101	1	94	713	15, 617	3, 565	3, 690	7, 964	73
Rock Island.	7, 682	7, 683	4, 976	4, 977	58	1	1	53	...	58	58	1	53	389	7, 914	2, 010	1, 792	3, 732	65
Saline.	21, 686	22, 432	14, 488	14, 489	176	1	1	175	...	176	176	1	175	1, 383	85, 244	6, 415	5, 342	11, 757	150
Sangamon.	8, 925	8, 937	5, 897	5, 898	92	...	...	89	...	92	92	...	89	563	12, 304	2, 530	2, 471	5, 321	65
Scott.	15, 063	15, 117	9, 550	9, 551	142	...	...	143	...	142	142	...	143	44	6, 160	1, 449	1, 363	2, 812	38
Shelby.	3, 366	3, 369	3, 642	3, 643	68	1	1	64	...	68	68	1	64	70	90	4, 316	3, 760	7, 978	146
Stark.	27, 463	28, 289	17, 404	17, 405	111	...	...	111	...	111	111	...	111	946	14, 920	1, 499	1, 499	3, 198	35
St. Clair.	16, 300	16, 300	11, 229	11, 230	146	...	...	146	...	146	146	...	146	185	19, 734	5, 509	4, 890	10, 399	122
Stephenson.	15, 127	15, 175	10, 058	10, 059	117	2	2	111	...	117	117	2	111	858	25, 275	4, 553	4, 330	8, 763	153
Taswell.	8, 725	8, 816	5, 645	5, 646	69	...	...	69	...	69	69	...	69	414	9, 338	2, 718	2, 493	7, 911	86
Union.	17, 541	17, 574	11, 459	11, 460	185	2	2	171	...	185	185	2	171	135	26, 325	5, 256	4, 795	4, 874	65
Vermilion.	4, 810	4, 859	2, 987	2, 988	48	...	...	44	...	48	48	...	44	294	7, 376	1, 312	1, 248	2, 580	154
Wabash.	10, 763	10, 862	7, 217	7, 218	135	1	1	131	...	135	135	1	131	383	98, 105	3, 578	3, 973	10, 051	41
Warren.	11, 418	11, 421	7, 059	7, 060	78	...	...	77	...	78	78	...	77	692	26, 325	2, 053	1, 988	6, 556	120
Washington.	10, 196	10, 231	6, 983	6, 984	111	4	4	105	...	111	111	4	105	523	14, 393	3, 505	3, 245	4, 036	57
Wayne.	14, 324	14, 352	9, 232	9, 233	149	1	1	146	...	149	149	1	146	887	28, 574	2, 277	2, 115	6, 750	86
Whiteside.	23, 359	23, 365	15, 488	15, 489	214	2	2	203	...	214	214	2	203	908	35, 783	5, 891	5, 460	8, 166	97
Will.	9, 494	9, 607	6, 213	6, 214	81	...	...	80	...	81	81	...	80	493	10, 164	2, 845	2, 960	5, 105	104
Williamson.	13, 945	14, 011	8, 683	8, 684	129	3	3	136	...	129	129	3	136	1, 946	30, 731	2, 633	2, 539	5, 172	73
Winnebago.	10, 537	10, 543	6, 820	6, 821	115	...	...	111	...	115	115	...	111	814	17, 387	2, 956	2, 580	5, 546	87
Woodford.	13, 363	13, 375	8, 633	8, 634	231	...	...	189	...	231	231	...	189	733	1, 718, 436	345, 623	662, 049	9094, 11, 930	

## General Statistics 1872—Continued.

COUNTIES.	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
	Total number of teachers..	Number of days taught by male teachers.....	Number of days taught by female teachers.....	Total number days taught.	Grand total number of days attendance.....	Number of graded schools.	Number of public high schools.....	School houses built during the year.....	Total number of school houses.....	Number of private schools.	Male pupils in private schools.....	Female pupils in private schools.....	Total pupils in private schools.....	Male teachers in private schools.....	Female teachers in private schools.....	Total number of teachers in private schools.....	Number of districts having libraries.....	Number volumes bought for dist. libraries during year.....	Total number of volumes in district libraries.....	Number of districts having outstanding dist. debts..	Number of districts having surplus in hands treasurer.....	Number of acres of school land sold during year....	Number of acres remaining unsold.....
Adams.....	339	15,508	9,442	25,010	622,142	15	2	4	179	6	37	37	74	3	3	6	33	21	2,490	44	115	..	20
Alexander.....	47	1,894	4,341	6,235	159,624	1	1	..	27	4	155	105	260	3	5	8	1	..	400	12	15	..	..
Bond.....	114	7,568	4,393	11,961	284,369	1	1	4	71	1	15	130	130	1	1	8	5	1	173	36	31	..	..
Boone.....	169	4,628	10,340	14,968	279,624	4	1	1	75	1	..	8	23	1	1	11	..	787	23	62	..	..	
Brown.....	101	4,767	3,160	7,927	234,314	1	1	3	54	4	70	101	171	3	3	6	13	8	583	38	39	..	755
Bureau.....	427	14,740	23,577	38,317	793,649	14	1	4	194	4	4	108	183	3	3	6	1	..	50	13	18	..	..
Calhoun.....	35	9,775	1,392	4,167	82,500	1	1	4	35	5	85	108	183	3	3	6	1	..	417	32	77	..	..
Carroll.....	245	8,052	11,763	19,815	411,372	6	1	5	107	2	60	320	390	2	15	17	11	13	856	17	37	..	..
Cass.....	100	6,590	6,436	13,026	216,376	1	1	2	63	4	60	75	135	4	4	13	2	11	892	88	127	..	240
Champaign.....	354	15,703	18,526	34,229	614,801	9	1	27	992	5	56	74	130	1	4	5	20	11	936	60	66	..	..
Christian.....	205	13,815	6,900	20,715	404,526	5	1	7	123	2	..	40	73	1	1	2	5	10	456	34	52	..	70
Clark.....	160	7,971	4,642	12,613	321,634	2	1	3	86	2	33	40	73	1	1	2	4	..	10	39	39	..	..
Clay.....	122	7,503	4,852	11,765	296,361	4	1	10	87	7	15	94	38	1	1	2	4	..	390	39	32	..	..
Clinton.....	83	7,146	3,753	10,929	214,763	3	1	3	62	7	904	145	349	6	2	8	10	35	476	37	22	..	..
Coles.....	180	11,929	7,354	19,283	623,271	7	3	13	117	1	56	35	91	1	1	8	32	201	5,244	47	73	..	2,318
Cook.....	804	19,032	109,892	128,924	548,467	54	3	14	244	105	8,059	8,901	16,560	171	325	396	66	8	..	96	133	102	..
Crawford.....	145	6,967	5,183	12,150	322,016	1	1	7	89	1	11	14	25	3	2	2	..	1,500	25	296	..	..	
Cumberland.....	146	6,669	4,644	11,313	237,607	3	1	3	76	2	48	43	91	3	3	6	27	26	513	35	79	..	..
DeKalb.....	364	8,943	21,702	30,645	650,981	5	1	4	156	2	103	68	171	3	3	6	7	6	637	35	37	..	3
DeWitt.....	192	8,734	6,028	14,762	329,160	3	1	2	98	2	83	96	179	2	2	..	11	6	731	20	61	..	80
Douglas.....	160	7,532	6,023	13,555	291,370	4	1	1	91	4	..	87	236	2	2	10	7	61	290	45	76	..	..
DuPage.....	165	5,810	10,392	16,192	311,865	6	1	1	80	4	149	87	236	2	2	10	7	61	290	45	76	..	..
Edgar.....	260	8,940	11,103	20,043	434,707	2	1	1	133	4	135	95	230	2	2	6	9	..	365	35	33	..	..
Edwards.....	70	3,426	3,523	6,949	137,338	2	1	1	67	1	9	13	22	1	1	2	1	..	17	17	..	..	..
Effingham.....	108	5,193	3,832	9,025	220,565	4	1	5	67	4	71	94	165	3	3	6	4	90	142	58	53	..	640
Fayette.....	144	9,044	6,150	15,194	299,510	2	1	9	74	3	80	48	96	1	1	3	4	13	504	32	48	..	..
Ford.....	120	5,906	7,653	12,559	183,042	1	1	1	55	1	80	32	122	2	1	3	4	6	35	32	14	..	..
Franklin.....	72	3,869	9,946	6,035	224,307	1	1	4	207	3	36	35	63	1	1	3	8	..	560	24	15	..	40
Fulton.....	417	15,427	22,456	37,883	973,718	15	3	7	49	2	90	83	173	1	1	3	7	..	350	23	44	..	730
Gallatin.....	78	5,807	8,055	13,862	195,900	2	2	2	87	2	90	83	173	1	1	3	7	..	350	23	44	..	..
Greene.....	141	8,288	6,800	15,088	372,737	2	2	4	87	2	90	83	173	1	1	3	7	..	350	23	44	..	..
Grundy.....	184	4,633	12,935	17,568	325,853	5	1	9	89	3	..	195	195	1	1	7	8	7	739	93	00	..	..

Hamilton	76	6,850	1,186	8,036	901,768	15	9	60	4	134	123	256	4	4	13	6	907	25	18	390
Hancock	367	14,563	19,185	33,768	780,006	.....	.....	178	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hardin	35	5,331	6,680	4,084	59,901	.....	3	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Henderson	134	5,850	5,917	11,767	919,291	.....	3	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Henry	395	10,648	94,547	35,193	647,643	17	4	196	5	57	33	90	9	9	4	.....	.....	.....	.....	.....
Iroquois	368	10,943	90,870	31,073	546,593	13	9	191	9	79	68	140	3	3	6	23	98	529	36	100
Jackson	113	6,416	4,968	11,384	937,436	2	5	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jaeger	138	7,746	4,194	11,940	925,793	1	4	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	192	8,312	4,063	12,375	930,451	1	4	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jersey	111	6,476	5,094	11,570	924,374	3	5	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jo Davies	250	7,907	16,484	94,391	965,938	7	2	126	11	544	560	1,104	11	18	29	13	.....	.....	.....	.....
Johnson	54	6,180	6,963	9,983	1,129,615	1	.....	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kane	323	8,450	39,568	38,068	1,129,615	21	6	143	5	380	405	785	9	13	22	31	38	3,037	52	103
Kankakee	995	15,816	13,816	93,103	468,890	5	2	7	146	7	990	173	393	6	1	12	30	703	79	79
Kendall	154	4,540	9,585	14,135	956,863	5	2	80	3	75	57	192	5	1	6	15	186	26	59	.....
Knox	325	11,898	97,068	38,906	909,794	9	1	213	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake	926	6,737	14,135	20,873	39,768	7	2	174	9	139	128	557	7	10	17	17	3	1,113	85	67
LaSalle	690	20,959	40,018	60,977	930,768	4	16	299	13	1,066	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawrence	100	5,660	3,593	9,253	634,440	55	4	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lee	317	11,100	23,787	30,357	931,592	9	3	2	188	1	90	97	47	1	.....	.....	.....	.....	.....	.....
Livingston	458	14,990	23,783	38,713	677,959	7	18	238	2	91	39	50	.....	.....	.....	.....	.....	.....	.....	.....
Logan	177	11,511	10,049	91,601	513,317	8	1	119	3	53	80	133	9	1	3	8	75	94	91	.....
Macon	201	11,474	10,918	22,398	634,768	1	11	119	3	65	52	117	2	9	4	73	741	42	91	.....
Macoupin	947	16,148	12,538	28,666	634,768	15	4	150	12	345	287	632	8	7	15	7	949	49	128	.....
Madison	197	15,322	13,541	28,863	578,565	9	1	104	15	474	488	963	12	7	19	32	10	1,994	33	87
Marion	169	9,367	8,469	17,898	417,963	9	1	167	6	40	50	90	1	5	6	10	4	573	95	57
Marshall	167	6,618	10,487	17,105	385,915	8	1	67	2	40	58	98	.....	.....	.....	.....	.....	.....	.....	.....
Mason	156	7,138	7,984	15,138	323,510	7	1	95	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massac	45	4,315	4,957	135,513	1	.....	34	2	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McDonough	987	11,461	19,699	24,160	574,506	3	1	155	7	35	50	85	1	1	2	3	140	23	111	.....
McHenry	478	10,695	17,113	97,908	525,367	7	15	153	5	118	89	207	4	2	6	14	1	594	72	115
McLean	325	9,925	97,977	47,903	905,487	20	3	257	1	58	62	120	.....	.....	6	12	158	19	180	900
Menard	113	5,257	4,343	9,590	903,686	5	1	61	1	96	21	47	1	9	2	8	355	41	35	.....
Mercer	929	8,194	11,180	19,374	439,416	9	1	110	2	30	40	70	9	2	4	17	23	1,066	19	66
Monroe	63	6,917	7,703	17,313	617,837	7	1	47	10	165	109	274	9	3	12	.....	.....	.....	.....	.....
Montgomery	902	25,907	9,900	35,707	475,773	7	1	119	4	76	117	193	1	7	8	.....	.....	.....	.....	.....
Morgan	194	11,565	12,698	94,923	584,279	14	5	114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moultrie	98	3,243	2,693	10,433	924,976	7	.....	74	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ogle	387	13,970	22,600	36,660	725,588	7	.....	177	1	85	16	41	.....	.....	.....	.....	.....	.....	.....	.....
Peoria	336	12,257	24,637	36,894	943,378	13	2	160	11	330	420	750	3	10	12	15	836	36	136	.....
Perry	96	5,655	3,897	9,552	928,173	3	1	58	4	59	59	117	2	3	5	.....	150	31	52	.....
Piatt	140	6,054	6,093	12,077	337,014	4	9	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pike	989	13,466	13,891	97,287	647,310	11	4	149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	62	5,371	1,438	6,000	146,061	1	.....	29	2	66	44	110	9	1	3	.....	.....	.....	.....	.....
Pulaski	41	9,019	9,655	4,667	97,900	1	.....	33	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Putnam	74	2,207	4,053	6,260	144,439	3	.....	35	2	15	18	33	1	1	9	3	967	14	37	.....
Randolph	121	7,546	4,755	12,303	338,863	3	.....	90	9	141	138	279	7	9	9	.....	.....	.....	.....	.....
Richland	146	4,837	3,361	8,188	190,198	1	1	83	2	35	91	56	.....	.....	.....	.....	.....	.....	.....	.....
Rock Island	909	7,975	15,214	92,489	664,045	10	4	103	8	297	364	661	8	2	8	4	40	96	98	160
Saline	76	6,871	1,043	7,914	938,459	1	5	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sangamon	303	18,500	18,779	37,389	692,519	17	1	177	2	18	39	57	1	1	2	18	48	911	35	47
Schaney	161	6,566	6,566	12,304	341,360	.....	7	84	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

## General Statistics, 1871—Continued.

COUNTIES.	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
	Total number of teachers..	70	4,063	2,575	6,658	184,875	5	1	42	2	12	2	14	3	1	4	1	1	50	11	27	..	..	
	Number of days taught by male teachers.....	15,753	9,078	10,130	21,731	454,360	3	1	137	2	12	2	1	3	1	4	1	1	76	53	57	..	..	
	Number of days taught by female teachers.....	167	4,765	10,515	14,895	269,669	5	3	73	2	12	2	1,011	3	1	4	1	1	1	53	57	..	..	
	Number of districts having surplus in hands of treas'r	192	19,518	31,033	31,033	114,489	15	2	121	25	871	1,011	1,882	16	16	32	13	33	76	26	27	..	..	
	Number of districts having outstanding debts.....	347	13,113	17,458	30,656	751,483	11	4	143	6	190	186	375	4	2	6	12	9	771	30	120	..	..	
	Total number of volumes in district libraries.....	277	9,257	13,943	29,500	616,431	7	1	115	3	87	95	182	3	2	5	16	229	1,337	31	98	..	..	
	Number of districts having libraries.....	93	8,260	13,943	17,401	290,558	5	1	69	1	14	12	26	1	1	5	16	229	1,337	31	98	..	..	
	Number volumes bought for dist't libraries during year	350	12,767	16,764	21,731	352,669	5	1	180	1	14	12	26	1	1	5	16	229	1,337	31	98	..	..	
	Number of districts having private schools.....	72	4,302	3,092	7,304	136,267	7	1	50	1	95	30	45	1	1	1	1	24	200	1,013	37	120	..	..
	Female teachers in private schools.....	316	10,355	18,139	28,494	500,779	3	1	137	1	90	27	42	1	1	6	9	59	368	26	35	..	..	
	Male teachers in private schools.....	104	6,546	5,996	12,471	280,779	3	1	73	6	96	67	183	4	2	6	9	59	368	26	35	..	..	
	Total number of pupils in private schools.....	148	8,937	5,468	14,393	392,478	3	1	111	3	10	5	15	1	1	1	3	6	11	22	34	..	..	
	Female pupils in private schools.....	131	8,281	11,702	295,911	520,911	12	2	82	1	52	30	72	1	1	1	3	6	11	22	34	..	..	
	Male pupils in private schools.....	305	9,844	30,679	766,141	1,361,567	12	2	134	1	52	30	72	1	1	1	3	6	11	22	34	..	..	
	Number of private schools.....	404	9,192	32,896	42,018	859,687	22	2	208	15	574	578	1,752	12	13	13	18	81	847	52	130	..	..	
	Total number school houses	99	2,203	10,164	27,438	474,550	3	2	82	3	50	80	130	1	1	1	2	2	763	46	70	..	..	
	Number of school-houses built during the year.....	272	5,608	15,238	20,846	440,530	8	7	134	3	50	80	130	1	1	1	2	2	763	46	70	..	..	
	Number of public high-schools.....	221	7,853	13,310	21,163	474,768	7	6	113	6	110	100	210	5	1	6	8	68	1,179	37	83	..	..	
	Grand total number of days' attendance.....	90,924	1,155,674	2,072,992	40,842,481	842,481	611	88	528	11,229	436	17,169	17,060	34,784	411	484	895	830	235,514	286	2631	9009	13,4893	
	Total number of teachers..	90,924	917,318	1,155,674	2,072,992	40,842,481	611	88	528	11,229	436	17,169	17,060	34,784	411	484	895	830	235,514	286	2631	9009	13,4893	
	Scott	55	2,753	1,718	4,358	124,875	5	1	42	2	12	2	14	3	1	4	1	1	50	11	27	..	..	
	Shelby	209	15,753	10,130	21,731	454,360	3	1	137	2	12	2	1	3	1	4	1	1	76	53	57	..	..	
	Stark	167	4,765	10,515	14,895	269,669	5	3	73	2	12	2	1,011	3	1	4	1	1	1	53	57	..	..	
	St. Clair	192	19,518	31,033	31,033	114,489	15	2	121	25	871	1,011	1,882	16	16	32	13	33	76	26	27	..	..	
	Stephenson	347	13,113	17,458	30,656	751,483	11	4	143	6	190	186	375	4	2	6	12	9	771	30	120	..	..	
	Tazewell	277	9,257	13,943	29,500	616,431	7	1	115	3	87	95	182	3	2	5	16	229	1,337	31	98	..	..	
	Union	93	8,260	13,943	17,401	290,558	5	1	69	1	14	12	26	1	1	5	16	229	1,337	31	98	..	..	
	Vermillion	350	12,767	16,764	21,731	352,669	5	1	180	1	14	12	26	1	1	5	16	229	1,337	31	98	..	..	
	Wabash	72	4,302	3,092	7,304	136,267	7	1	50	1	95	30	45	1	1	1	1	24	200	1,013	37	120	..	..
	Warren	316	10,355	18,139	28,494	500,779	3	1	137	1	90	27	42	1	1	6	9	59	368	26	35	..	..	
	Washington	104	6,546	5,996	12,471	280,779	3	1	73	6	96	67	183	4	2	6	9	59	368	26	35	..	..	
	Wayne	148	8,937	5,468	14,393	392,478	3	1	111	3	10	5	15	1	1	1	3	6	11	22	34	..	..	
	White	131	8,281	11,702	295,911	520,911	12	2	82	1	52	30	72	1	1	1	3	6	11	22	34	..	..	
	Whiteside	305	9,844	30,679	766,141	1,361,567	12	2	134	1	52	30	72	1	1	1	3	6	11	22	34	..	..	
	Will	404	9,192	32,896	42,018	859,687	22	2	208	15	574	578	1,752	12	13	13	18	81	847	52	130	..	..	
	Williamson	99	2,203	10,164	27,438	474,550	3	2	82	3	50	80	130	1	1	1	2	2	763	46	70	..	..	
	Winnebago	272	5,608	15,238	20,846	440,530	8	7	134	3	50	80	130	1	1	1	2	2	763	46	70	..	..	
	Woodford	221	7,853	13,310	21,163	474,768	7	6	113	6	110	100	210	5	1	6	8	68	1,179	37	83	..	..	

## RECEIPTS.

COUNTIES.														
1	2	3	4	5	6	7	8	9	10	11	12	13	17	
Balance in hands of treasurer, Aug. 1, 1871.....	Amount of State and county funds received from county superintendent...	Amount of fines and forfeitures received from county superintendent ..	Amount of interest on township fund received..	Amount of special district taxes received from the collector.....	Amount received from district bonds, issued for building purposes.....	Tuition.....	From sales of property.....	From rents.....	From interest on district funds.....	Borrowed money.....	From treasurers of other townships and districts...	From miscellaneous sources	Total.....	
\$26,332 60	\$18,143 17	.....	\$3,840 11	\$30,933 90	.....	\$385 40	.....	.....	.....	.....	.....	\$434 44	\$140,088 93	
2,313 52	3,734 58	.....	1,711 73	27,902 77	.....	.....	\$14 25	.....	.....	.....	.....	700 00	36,376 85	
3,986 76	6,280 52	\$288 09	2,160 96	19,903 86	\$150 00	.....	161 54	.....	1 76	.....	.....	2,453 98	35,560 78	
11,250 53	4,637 81	.....	1,346 88	97,849 72	225 83	125 94	259 75	\$53 10	105 00	.....	.....	2,95 05	45,868 51	
3,704 92	4,960 05	.....	1,324 31	13,551 53	5,466 30	.....	.....	.....	.....	.....	.....	.....	29,017 01	
36,860 26	12,419 21	.....	5,663 29	105,137 60	2,575 00	.....	90 00	.....	.....	.....	.....	.....	162,745 51	
1,957 13	4,061 88	406 15	6,694 79	8,859 23	.....	.....	.....	.....	98 12	.....	.....	87 28	16,040 51	
10,490 49	7,450 49	.....	6,204 16	44,870 96	610 00	132 86	.....	70 60	9 75	.....	168 08	97 84	70,843 40	
7,336 66	5,166 44	.....	3,947 36	92,879 83	638 00	.....	.....	.....	.....	.....	.....	50 00	41,716 39	
30,611 62	13,706 34	256 30	16,192 38	82,875 20	20,368 95	7 90	37 55	.....	.....	.....	.....	11,142 90	200,183 08	
2,679 70	7,369 29	.....	7,373 15	71,066 66	7,236 17	.....	.....	.....	.....	.....	.....	.....	104,783 53	
4,306 27	7,986 14	.....	2,292 12	24,806 67	7,339 38	.....	.....	.....	.....	.....	.....	1,175 72	40,630 30	
5,134 46	7,099 98	.....	2,944 69	25,951 99	.....	.....	1 53	.....	.....	.....	.....	.....	29,762 64	
15,179 25	6,684 46	294 28	4,919 10	30,604 54	.....	.....	.....	.....	.....	.....	.....	.....	45,869 45	
15,186 65	5,434 77	309 55	4,919 01	75,021 16	14,759 60	.....	.....	.....	.....	.....	.....	.....	119,573 74	
244,214 63	66,553 91	.....	77,759 87	440,331 39	96,017 11	63 07	1,375 00	1,912 00	82,075 00	230,094 53	188 66	197 39	1,160,783 90	
5,716 49	6,381 00	600 00	2,149 85	20,681 01	1,172 51	.....	.....	.....	.....	.....	.....	363 85	37,253 37	
880 02	5,678 21	.....	2,011 05	16,589 99	854 09	.....	.....	.....	.....	.....	.....	.....	96,006 36	
94,916 53	9,298 72	.....	4,521 30	63,616 19	1,189 78	223 32	223 71	.....	.....	.....	.....	943 12	104,171 67	
5,398 10	6,208 37	57 14	2,394 06	51,643 43	6,300 00	.....	.....	.....	.....	.....	.....	317 65	79,139 64	
96,083 87	5,846 96	40 96	6,147 95	39,028 33	3,500 00	.....	.....	.....	.....	.....	.....	3,546 78	84,813 86	
11,167 31	5,597 75	.....	1,814 30	23,524 26	.....	.....	.....	.....	.....	.....	.....	.....	52,958 35	
6,617 18	9,908 35	.....	5,063 58	4,308 48	.....	94 63	.....	.....	.....	.....	.....	.....	67,190 69	
1,164 03	3,568 82	.....	1,473 25	9,791 78	.....	37 00	443 57	134 00	.....	598 13	.....	950 32	16,246 98	
1,623 88	6,814 87	.....	1,473 25	25,323 80	189 75	.....	.....	.....	.....	68 14	.....	941 57	32,415 15	
4,417 59	6,979 41	51 79	3,091 23	34,323 36	1,700 00	116 47	202 94	.....	.....	.....	.....	.....	43,663 79	
11,313 99	4,664 68	.....	15,149 74	22,399 92	2,463 50	.....	.....	.....	.....	.....	.....	.....	58,154 53	
1,067 27	6,969 93	.....	399 90	13,017 30	.....	.....	.....	.....	.....	.....	.....	.....	21,115 88	
17,268 92	15,156 94	50 28	4,587 16	86,189 32	50 40	.....	.....	.....	.....	.....	.....	1,463 20	194,786 23	
1,923 93	4,770 95	31 71	1,545 46	18,296 31	384 38	.....	.....	60 50	.....	.....	.....	1,68 93	27,100 54	



## Financial Statistics, 1872—Continued.

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Balance in hands of treasurers, Aug. 1, 1871.....	Amount of State and county funds received from county superintendent....	Amount of fines and forfeitures received from county superintendent....	Amount of interest on township fund received...	Amount of special district taxes received from the collector.....	Amount received from district bonds, issued for building purposes.....	Tuition.....	From sales of property ....	From rents.....	From interest on district funds.....	Borrowed money .....	From treasurers of other townships and districts ...	From miscellaneous sources	Total.....
Greene.....	\$7,686 00	\$7,541 62	\$1,217 74	\$2,615 22	\$44,131 85	\$1,500 00	\$38 00	\$903 21	.....	.....	.....	150 00	10 00	\$85,842 25
Grundy.....	12,465 30	6,006 14	.....	5,586 34	31,200 55	1,874 23	.....	.....	.....	.....	.....	.....	29 05	57,142 56
Hamilton.....	1,995 60	6,099 37	319 45	2,643 20	10,546 22	.....	111 80	975 00	.....	.....	.....	.....	.....	21,632 89
Hancock.....	13,897 78	13,941 56	.....	8,510 45	67,259 11	1,111 07	.....	.....	.....	.....	.....	.....	.....	105,106 77
Hardin.....	388 17	9,544 35	.....	757 83	4,152 02	.....	.....	.....	.....	43 76	.....	.....	39 44	7,792 36
Henderson.....	9,994 92	5,001 77	.....	2,222 74	27,190 10	900 00	.....	973 59	117 60	.....	.....	.....	.....	44,692 73
Henry.....	29,703 51	14,056 10	.....	11,596 03	101,851 41	7,722 12	940 54	.....	.....	.....	.....	1,915 03	345 69	165,453 30
Iroquoia.....	18,690 85	13,452 09	.....	12,456 90	68,758 65	2,513 10	.....	.....	.....	.....	.....	.....	.....	56,585 99
Jackson.....	3,993 22	8,330 19	.....	1,050 15	49,650 50	.....	216 61	.....	.....	.....	.....	.....	.....	23,105 24
Jasper.....	1,227 23	6,157 63	.....	3,164 19	11,595 87	.....	.....	.....	12 50	.....	.....	.....	.....	28,920 00
Jefferson.....	2,927 17	8,512 99	.....	1,229 77	15,400 07	.....	.....	.....	.....	.....	.....	.....	.....	45,916 53
Jersey.....	5,346 87	6,265 04	.....	3,720 75	30,573 91	107 67	.....	.....	.....	.....	.....	.....	.....	74,875 34
Jo Davies.....	15,477 83	12,065 64	614 36	5,279 75	41,310 09	.....	.....	.....	.....	.....	.....	.....	.....	16,730 23
Johnson.....	1,891 47	5,001 61	.....	751 71	9,275 44	.....	.....	.....	.....	.....	.....	.....	.....	154,151 36
Kane.....	97,553 15	12,907 60	672 25	3,676 99	106,015 54	850 00	93 25	42 00	.....	.....	.....	.....	.....	3,011 28
Kankakee.....	29,098 57	9,597 11	.....	9,272 55	43,950 15	2,154 90	111 45	963 38	.....	.....	.....	.....	.....	492 46
Kendall.....	9,889 83	4,597 05	.....	2,221 10	31,463 50	.....	14 08	.....	.....	.....	.....	.....	.....	100 60
Knox.....	20,190 98	13,567 71	.....	3,777 13	89,899 35	4,905 00	376 35	.....	.....	.....	.....	.....	.....	298 38
Lake.....	5,554 35	7,399 09	15 00	5,011 41	39,298 35	150 00	.....	14 50	.....	.....	.....	.....	.....	100 00
LaSalle.....	34,717 68	17,915 82	.....	17,092 77	160,450 07	8,275 00	.....	.....	.....	.....	.....	.....	.....	6,208 95
Lawrence.....	8,527 07	17,526 20	.....	1,785 22	15,904 47	195 00	.....	40 00	.....	.....	.....	.....	.....	36,424 91
Lee.....	20,416 58	10,526 28	55 00	5,558 44	79,453 63	11 50	.....	.....	.....	.....	.....	.....	.....	116,158 99
Lea.....	24,492 61	13,526 43	612 89	90,719 51	88,888 99	1,967 89	.....	.....	.....	.....	.....	.....	.....	144,863 97
Livington.....	10,978 94	9,126 81	923 89	8,167 42	68,19 57	2,696 03	101 00	17 90	.....	.....	.....	.....	.....	117 26
Logan.....	14,678 50	10,592 75	285 60	4,421 93	76,121 00	2,136 72	.....	573 20	.....	.....	.....	.....	.....	393 00
Macomb.....	20,178 06	13,092 46	157 52	4,723 41	68,197 80	1,358 72	.....	85 30	.....	.....	.....	.....	.....	15,170 10
Madison.....	14,924 82	14,600 73	.....	6,634 70	129,913 85	4,400 00	.....	.....	.....	.....	.....	.....	.....	62,240 04
Marion.....	5,898 25	8,929 69	593 45	1,694 61	32,191 92	13,106 91	.....	.....	.....	.....	.....	.....	.....	59,965 01
Marshall.....	6,883 40	6,267 37	347 95	1,694 61	40,381 74	1,743 75	.....	.....	.....	.....	.....	.....	.....	413 29
Mason.....	7,367 03	6,440 71	.....	3,246 52	47,837 73	.....	.....	.....	.....	.....	.....	.....	.....	65,304 98
Massac.....	1,948 76	2,766 98	40 90	840 29	9,509 58	.....	.....	.....	.....	.....	.....	.....	.....	15,459 49



## Financial Statistics, 1872—Continued.

## EXPENDITURES.

COUNTY.	1	2	3	4	5	6	7	8	9	10
	Amount paid to male teachers.....	Amount paid to female teachers.....	Total paid teachers.....	Paid for new school houses..	Paid for school sites and grounds.....	Paid for purchase of school houses.....	Paid for rent of school houses	Paid for repairs and improvements.....	Paid for school furniture....	Paid for school apparatus....
Adams.....	\$37,473 68	\$30,047 60	\$76,520 28	\$13,665 83	\$196 99		\$275 00	\$9,435 95	\$1,736 42	\$216 04
Alexander.....	7,323 98	12,714 96	19,538 94	1,531 10	400 00		348 75	2,007 60	1,115 00	
Bond.....	15,624 83	7,679 76	23,304 59	1,342 09	100 00		304 50	2,114 57	237 27	155 50
Boone.....	11,130 97	14,961 12	26,092 09	13,748 55	575 00			2,669 00	574 19	669 34
Brown.....	9,707 67	4,040 88	13,748 55	5,161 06	575 00			1,864 75	264 55	250 10
Bureau.....	30,384 08	40,851 91	71,235 99	4,834 66	2,478 88		40 00	9,696 76	6,387 04	1,212 61
Calhoun.....	6,740 77	3,435 73	10,176 50	363 60	5 00			377 96	793 35	
Carroll.....	17,450 57	18,729 16	36,179 73	1,530 66	204 00			3,356 48	1,080 07	604 11
Cass.....	14,758 57	19,135 09	33,893 66	906 30			100 00	1,144 88	1,907 50	387 50
Champaign.....	33,532 26	31,603 68	65,135 94	57,682 94	1,075 94	1,034 44	924 83	11,292 68	4,197 79	1,906 66
Christian.....	32,819 20	13,597 54	46,416 74	15,988 01	376 50	500 00	25 00	3,746 38	1,896 35	1,963 14
Clark.....	14,525 35	6,983 92	21,509 27	8,815 63	14 60	1,056 61	192 00	3,004 07	509 13	101 93
Clay.....	14,135 62	6,493 98	20,629 60	5,873 31	189 40		75 00	2,206 86	897 67	134 15
Clinton.....	19,605 96	7,123 35	26,729 31	1,977 76	250 00		83 50	1,622 70	148 65	174 75
Colles.....	30,175 76	16,901 81	47,077 57	13,644 40	532 95	112 35	6 00	4,390 96	9,947 19	690 71
Cook.....	111,327 57	352,455 65	463,683 22	140,915 37	89,432 46		5,793 84	41,763 57	7,348 65	985 43
Crawford.....	13,297 84	6,366 40	19,664 24	7,067 47	25 00		60 00	1,566 36	966 61	
Cumberland.....	12,624 31	6,065 50	18,689 81	1,467 36	94 40	73 13	76 00	5,260 16	1,277 53	91 38
DeKalb.....	19,177 09	32,880 66	51,997 75	2,439 39	190 00			3,968 01	4,447 32	1,394 81
DeWitt.....	92,746 46	14,936 30	107,682 76	6,994 96	1,500 00		165 00	2,607 90	2,837 15	318 82
Douglas.....	18,559 69	10,771 88	29,331 57	30,750 14	247 50	157 80	200 00	3,363 04	679 06	409 36
DuPage.....	12,908 19	16,421 94	29,330 13	4,904 37			408 43	3,305 87	697 31	154 19
Edgar.....	19,871 99	18,451 81	38,323 80	4,700 04	253 00	193 99		1,135 05	937 31	55 35
Edwards.....	3,753 51	9,396 39	13,149 90	734 00	50 00			1,714 92	918 88	133 39
Effingham.....	11,465 54	7,992 71	19,369 25	5,267 65	300 75	278 50	331 59	1,592 56	740 83	452 59
Fayette.....	19,199 60	9,431 64	28,631 24	1,704 46	59 50		168 45	5,083 19	1,108 66	590 56
Ford.....	10,159 38	13,603 17	23,762 55	5,407 46	95 00	86 98				
Franklin.....	19,825 39	1,444 54	21,269 93	1,456 38	19 00			936 03		390 15

Fulton.....	35, 099 97	71, 987 36	4, 541 95	34 00	.....	57 50	7, 788 06	1, 946 51	1, 998 37
Gallatin.....	4, 316 32	17, 085 42	605 53	60 88	.....	.....	.....	900 10	971 95
Greene.....	11, 575 52	34, 861 46	3, 595 80	145 00	.....	10 00	2, 030 95	393 70	379 19
Grundy.....	19, 498 37	30, 528 72	4, 945 34	.....	.....	90 00	2, 140 69	794 83	126 70
Hamilton.....	1, 496 44	13, 876 37	2, 071 08	64 00	.....	85 00	1, 193 46	114 90	134 16
Hancock.....	39, 043 96	62, 823 13	5, 663 82	127 75	154 85	353 75	6, 581 12	1, 545 71	1, 003 90
Hardin.....	1, 828 59	6, 323 34	3, 893 98	.....	.....	.....	19 48	.....	21 95
Henderson.....	4, 948 52	24, 881 99	939 55	41 50	.....	183 75	1, 864 83	446 91	60 40
Henry.....	46, 864 37	72, 885 93	5, 394 26	256 00	1, 138 90	77 50	5, 941 36	3, 715 36	1, 900 98
Irroquois.....	32, 880 79	55, 775 22	14, 961 98	746 50	45 00	198 39	4, 356 24	1, 593 82	1, 153 96
Jackson.....	11, 213 16	30, 491 50	3, 656 57	746 10	830 39	190 15	2, 114 47	1, 465 51	728 06
Jasper.....	1, 904 49	13, 185 33	1, 578 06	.....	.....	75 00	503 48	.....	.....
Jefferson.....	5, 749 18	19, 850 73	1, 558 99	.....	.....	38 70	884 37	302 60	19 66
Jersey.....	2, 992 85	25, 179 23	7, 834 51	.....	.....	50 00	1, 616 26	158 00	177 04
JoDavies.....	21, 492 04	39, 674 58	5, 186 03	69 95	.....	81 50	4, 530 57	9, 661 26	354 80
Johnson.....	230 00	11, 380 32	.....	.....	.....	.....	975 04	33 50	166 78
Kane.....	50, 898 95	77, 113 44	2, 140 63	155 00	1, 489 42	.....	7, 837 29	2, 418 81	348 85
Kankakee.....	90, 140 96	35, 143 89	20, 118 75	4, 417 50	.....	16 75	9, 575 04	2, 034 88	342 14
Kendall.....	13, 732 03	28, 592 04	1, 927 56	40 00	.....	.....	2, 342 65	1, 693 81	449 92
Knox.....	45, 012 68	75, 006 35	4, 288 97	197 70	194 39	57 80	7, 976 37	1, 475 56	8 40
Lake.....	15, 854 20	23, 995 19	1, 360 00	250 00	.....	145 00	4, 372 18	2, 194 38	1, 114 46
LaSalle.....	69, 892 72	136, 713 16	21, 967 47	550 00	.....	.....	12, 978 07	65 95	922 63
Lawrence.....	5, 824 90	16, 144 46	2, 285 93	.....	.....	.....	1, 372 82	1, 122 03	1, 925 13
Lee.....	30, 763 92	54, 346 37	4, 022 84	773 25	103 71	.....	5, 000 99	1, 679 34	176 18
Livingston.....	37, 894 83	70, 042 06	7, 051 43	944 27	50 00	25 00	10, 173 06	2, 896 18	378 84
Logan.....	20, 917 49	54, 690 04	5, 339 51	251 41	744 11	97 90	7, 949 92	1, 905 99	713 90
Macon.....	24, 768 23	54, 316 61	7, 018 16	100 60	.....	915 05	4, 921 54	3, 775 24	1, 968 90
Macoupin.....	40, 799 63	60, 687 49	11, 461 14	498 00	.....	841 50	5, 863 96	1, 185 90	391 73
Madison.....	19, 887 66	60, 867 49	21, 589 23	365 65	.....	303 33	2, 186 84	1, 319 74	462 93
Marion.....	34, 931 43	79, 942 49	16, 711 34	30 20	149 30	.....	4, 577 41	1, 236 14	398 38
Marshall.....	9, 946 46	25, 478 91	600 00	100 00	.....	.....	3, 410 87	39 50	101 23
Mason.....	15, 062 66	34, 045 97	4, 413 03	95 00	.....	103 50	6, 111 57	1, 191 14	170 98
Massac.....	8, 831 20	34, 716 49	1, 396 73	613 74	.....	480 00	4, 472 63	1, 773 35	438 05
McDonough.....	92, 909 18	47, 836 34	5, 689 50	138 95	60 00	.....	6, 998 99	3, 736 91	1, 882 29
McHenry.....	91, 499 15	41, 688 55	3, 798 50	431 00	.....	81 00	13, 971 98	1, 380 30	94 31
McLean.....	60, 725 22	110, 066 69	13, 469 83	76 80	.....	90 00	1, 294 34	1, 611 96	1, 057 67
Menard.....	9, 070 55	23, 874 57	5, 096 76	40 00	.....	90 00	3, 413 38	92 70	134 49
Mercer.....	90, 067 40	40, 362 49	4, 516 33	.....	.....	94 00	3, 311 44	1, 670 25	1, 496 62
Monroe.....	18, 797 11	21, 511 56	6, 635 05	387 35	.....	253 00	5, 433 04	1, 694 85	690 55
Montgomery.....	32, 175 58	37, 037 61	4, 503 21	550 82	.....	140 00	5, 596 78	3, 327 09	1, 347 06
Morgan.....	32, 942 75	63, 438 94	2, 544 93	81 00	61 32	243 75	8, 876 26	9, 157 02	386 38
Moultrie.....	15, 107 63	33, 041 37	11, 062 71	85 00	353 10	179 15	6, 608 78	1, 810 19	337 95
Ogle.....	29, 754 03	63, 368 60	16, 398 17	1, 060 00	.....	35 00	2, 791 64	1, 325 23	1, 084 77
Perry.....	35, 313 94	88, 172 90	857 58	43 00	.....	96 00	3, 908 01	1, 502 25	348 71
Pike.....	19, 943 90	19, 092 44	11, 352 56	1, 289 35	.....	394 47	3, 346 29	1, 391 05	17 50
Platte.....	44, 469 59	27, 835 81	5, 574 88	17 00	.....	945 50	1, 693 18	400 70	327 25
Pope.....	29, 107 18	19, 378 69	1, 368 49	47 00	.....	.....	2, 441 61	1, 083 18	194 57
Pulaski.....	11, 659 82	3, 164 32	1, 941 58	.....	.....	.....	346 29	1, 391 05	327 25
Putnam.....	5, 884 38	13, 367 72	609 17	1, 235 00	.....	.....	1, 693 18	400 70	327 25
Randolph.....	5, 895 03	7, 472 69	6, 217 49	.....	.....	.....	2, 527 30	573 97	194 57

## Financial Statistics, 1872—Continued.

COUNTRIES.										
	1	2	3	4	5	6	7	8	9	10
	Amount paid male teachers	Amount paid to female teachers	Total paid teachers	Paid for new school houses.	Paid for school sites and grounds	Paid for purchase of school houses.	Paid for rent of school houses.	Paid for repairs and improvements.	Paid for school furniture...	Paid for school apparatus..
Richland.....	\$11,692 46	\$10,571 41	\$22,263 87	\$4,157 67	\$40 00	.....	\$38 80	\$1,085 53	\$379 02	\$288 48
Rock Island.....	20,444 19	30,543 16	50,987 35	1,363 69	42 00	.....	.....	11,360 77	2,480 10	866 73
Saline.....	14,136 15	1,949 40	16,135 55	2,394 42	93 95	.....	29 85	1,093 56	233 94	40 95
Sangamon.....	57,029 06	40,866 41	97,898 47	9,603 54	834 50	.....	100 00	6,937 31	9,319 02	1,179 02
Schuyler.....	11,358 73	12,156 22	23,514 95	21,115 21	238 75	.....	211 94	2,396 12	1,240 80	363 96
Scott.....	11,196 68	5,353 68	16,550 36	121 46	.....	.....	42 00	1,979 31	1,344 95	79 50
Shelby.....	29,525 26	6,847 92	36,373 18	9,542 03	85 00	\$160 00	86 25	2,946 45	731 06	325 27
Stark.....	9,635 71	13,740 31	23,376 02	6,853 35	13 00	.....	100 00	2,997 03	287 35	415 92
St. Clair.....	63,105 31	31,572 36	94,677 67	9,190 93	80 00	.....	963 50	2,114 51	2,917 21	1,579 60
Stephenson.....	23,217 87	17,884 51	41,102 38	2,006 70	127 00	.....	.....	3,504 97	2,662 31	1,769 29
Tazewell.....	24,509 08	28,381 68	52,890 76	14,486 18	23 00	.....	755 50	1,779 73	2,436 54	416 23
Union.....	14,407 31	5,277 61	19,684 92	1,426 42	.....	.....	50 00	1,432 51	517 07	332 56
Vermilion.....	29,301 20	32,388 55	61,689 75	13,964 54	.....	.....	686 51	8,477 11	4,770 30	411 57
Wabash.....	7,517 76	3,197 41	10,715 17	602 83	381 21	75 00	.....	247 02	194 00	16 00
Warren.....	23,523 60	28,915 08	51,738 68	4,431 85	466 00	50 00	16 00	1,368 35	1,177 92	150 17
Washington.....	13,743 34	7,581 11	21,323 45	1,298 74	.....	.....	.....	1,826 27	1,161 55	574 97
Wayne.....	16,306 53	7,454 67	23,761 20	2,676 02	7 75	.....	47 63	1,908 18	723 75	664 22
White.....	27,738 83	5,409 06	33,257 91	1,799 43	6 50	.....	.....	1,523 07	340 34	93 75
Whiteale.....	26,400 96	33,742 23	60,143 19	3,220 90	524 54	.....	41 00	7,765 64	2,049 50	1,017 46
Will.....	20,973 88	39,393 64	60,368 52	21,442 65	610 00	.....	25 00	6,415 87	1,366 61	1,502 38
Williamson.....	13,798 87	3,601 73	17,398 59	1,024 82	23 75	3,016 75	.....	6,092 03	84 27	102 80
Winnebago.....	13,850 66	22,404 63	36,255 29	3,076 18	.....	.....	.....	6,092 03	805 00	482 06
Woodford.....	17,742 63	20,936 63	38,679 26	5,338 84	516 42	.....	168 11	3,006 84	2,175 19	584 74
	\$2,182,641 75	\$2,156,614 56	\$4,339,256 31	\$761,622 39	\$112,464 99	\$14,736 68	\$18,515 73	\$427,798 58	\$131,072 40	\$20,792 76

## COUNTIES.

	11	12	13	14	15	16	17	18	19	20	21
	Paid for books for district libraries.....	Paid for fuel and other incidental expenses.....	Paid township treasurer for clerical services.....	Paid township treasurer for commissions.....	Total paid township treasurers.....	Amount of interest paid on district bonds.....	Amount paid on principal of district bonds.....	Insurance.....	Costs, law suits and legal services.....	Other districts.....	Refunded to colored.....
Adams.....	\$34 00	\$9,398 70	\$560 33	\$2,369 27	\$2,829 60	\$2,593 38	\$4,308 05		\$185 00		
Alexander.....	2,639 96	87 50	87 50	730 75	808 25	176 90	752 00		60	\$904 47	
Bond.....	1,440 54	123 56	123 56	670 73	794 29	202 51	1,093 36	\$78 15	15 00	238 97	
Boone.....	4,675 84	109 93	109 93	844 37	954 30	930 88	3,445 00				
Brown.....	1,787 59	41 57	41 57	368 33	439 90	469 87	865 00				
Bureau.....	10,984 00	985 31	985 31	2,380 71	2,606 02	6,357 58	17,708 48				
Calhoun.....	10,865 43	264 46	264 46	1,192 19	2,356 63						
Carroll.....	6,325 11	186 75	186 75	1,305 61	1,504 36	2,733 53	6,442 72			789 54	
Cass.....	2,884 78	139 32	139 32	815 30	944 62	415 95	825 00	13 50		88 00	
Champaign.....	11,731 87	699 90	699 90	2,896 63	3,596 53	7,092 45	15,863 90				
Christian.....	6,639 83	537 30	537 30	1,563 92	1,800 32	6,767 52	10,352 74				
Clark.....	1,985 48	159 30	159 30	668 98	798 98	137 16	1,167 18				
Clay.....	1,886 60	159 75	159 75	708 95	868 70	297 62	968 75	112 21	100 00		
Cline.....	1,855 99	914 68	914 68	853 15	1,066 83	909 16	4,348 90				
Coles.....	7,177 03	131 63	131 63	1,954 67	2,086 30	5,506 89	12,905 51	23 50			
Cook.....	92,589 03	4,630 91	4,630 91	5,198 83	9,749 74	91,909 35	31,244 86			381 50	
Crawford.....	1,884 34	261 96	261 96	606 19	867 45	118 38	1,125 00				
Cumberland.....	3 10	121 86	121 86	487 89	611 75	216 92	891 90	32 50			
De Kalb.....	10,342 39	180 81	180 81	1,725 27	1,906 08	4,497 92	6,790 00	24 50		104 68	
DeWitt.....	4,161 86	255 56	255 56	1,309 52	1,556 08	3,196 50	6,171 25	42 50		100 00	
Douglas.....	4,795 97	80 48	80 48	1,409 42	1,409 90	2,938 90	184 75				
Du Page.....	5,014 91	69 00	69 00	818 93	887 83	200 90					
Edgar.....	5,032 05	262 03	262 03	1,066 01	1,346 04	8 10	295 27				
Edward.....	973 62	65 35	65 35	299 02	364 37	765 10	1,136 00			46 49	
Killingham.....	1,114 35	199 52	199 52	608 70	808 92	1,227 70	305 00	26 72			
Fayette.....	1,694 58	216 56	216 56	754 31	1,000 87	121 55	2,184 41	35 40			
Ford.....	3,734 76	818 57	818 57	1,404 27	1,632 84	930 09	1,796 75				
Franklin.....	1,060 99	97 00	97 00	419 54	516 54	615 45	881 35				
Fulton.....	8,469 67	306 42	306 42	1,956 93	2,965 35	2,942 65	3,708 87				
Gallatin.....	8,865 01	142 10	142 10	501 75	943 85	735 16	2,855 19				
Greene.....	6,391 36	139 06	139 06	945 81	1,094 99	7,069 44	2,539 67	33 45			\$43 30

## Financial Statistics, 1872—Continued.

COUNTIES.	11	12	13	14	15	16	17	18	19	20	21
	Paid for books for district libraries .....	Paid for fuel and other incidental expenses .....	Paid township treasurer for clerical services .....	Paid township treasurer for commissions .....	Total paid township treasurers .....	Amount of interest paid on district bonds .....	Amount paid on principal of district bonds .....	Insurance .....	Costs, law suits and legal services .....	Other districts .....	Refunded to colored .....
Grundy .....	\$4,120 24	\$4,120 24	\$70 66	\$986 37	\$1,057 03	\$460 59	\$1,066 47	\$264 13	\$113 00		
Hamilton .....	965 85	965 85	214 29	432 16	2,646 45	758 82	1,533 79		25 00	\$47 32	
Hancock .....	8,889 11	8,889 11	410 17	1,874 76	2,264 93						
Hardin .....	3,367 68	3,367 68	198 40	1,130 57	2,267 97						
Henderson .....	3,286 43	3,286 43	542 85	680 66	1,223 51	123 82	2,200 00	13 55	25 00		
Henry .....	10,437 91	10,437 91	104 90	2,807 97	2,919 87	3,518 61	18,094 09				
Iroquois .....	7,539 00	7,539 00	391 53	1,948 73	2,340 98	2,687 83	6,418 50			942 60	
Jackson .....	2,304 56	2,304 56	188 72	938 71	1,127 43	363 60	3,335 50	100 00		39 55	
Jasper .....	1,501 42	1,501 42	253 87	536 59	620 46	3 85		15 00			
Jefferson .....	2,143 70	2,143 70	103 10	523 09	636 19	43 30	737 50	154 00	23 00		
Jersey .....	1,788 24	1,788 24	217 50	815 01	1,032 51	40 00	954 50				
Jo Daviess .....	7,157 71	7,157 71	901 50	1,968 93	1,530 43	1,045 71	1,746 55				
Johnson .....	658 71	658 71	85 10	330 37	415 47	377 37	201 15				
Kane .....	25 00	17,865 48	203 53	2,326 75	2,530 26	9,171 37	8,509 60	1,430 38			
Kankakee .....	91 15	5,315 47	288 92	1,657 92	1,946 14	9,732 54	2,006 96	293 31		1,994 71	
Kendall .....	115 00	3,017 79	133 10	637 67	770 77						
Knock .....	17 00	10,465 89	368 31	1,543 26	1,911 57	3,334 94	5,194 87				
Lake .....	8 00	4,927 20	136 50	888 89	1,025 32	432 15	7,521 84	19 50		534 33	
La Salle .....	281 60	15,919 40	527 96	3,686 41	4,814 37	8,073 60	18,102 01				
Lawrence .....	24 95	1,127 98	180 41	513 53	693 83	890 93	1,646 94	74 66		26 81	
Lee .....	167 81	10,109 46	339 53	2,012 62	2,352 15	9,135 53	2,114 07	105 95			
Livingston .....	15 50	6,768 25	370 83	2,944 28	3,277 13	1,676 40	3,253 25	200 69	1,153 71		
Logan .....	98 57	8,465 68	321 87	1,739 89	2,110 78	4,183 67	630 43		197 46		
Macon .....	30 10	5,194 40	328 40	1,467 72	1,699 59	6,965 90	14,613 08				
Macoupin .....	7,692 70	7,692 70	733 30	1,890 28	2,918 68	4,917 54	7,993 93	37 09	10 00		
Madison .....	40 00	2,504 62	920 50	3,056 84	3,700 14	6,959 64	17,424 60			154 53	
Marion .....		2,504 62	110 50	1,023 16	1,198 41	1,341 67	3,130 13			819 99	
Marshall .....		2,504 62	195 43	1,023 16	1,198 41	1,341 67	3,130 13				
Mass .....		2,504 62	195 43	1,023 16	1,198 41	1,341 67	3,130 13				

McHenry	136 13	6,509 65	83 50	1,999 40	1,313 30	2,113 24	7,755 82	17 00	690 15
McLean		18,789 49	925 22	2,721 44	3,006 66	21,219 26	12,358 56	1,338 88	
Meard		1,475 98	109 00	2,721 87	1,883 87	2,693 79	2,881 48	191 40	
Meer	75 25	4,881 67	145 64	1,137 80	1,983 84	488 40	4,071 04		188 37
Meer		1,070 15	338 25	634 31	1,983 86	2,738 28	2,370 04		21 96
Montgomery		5,577 47	140 99	1,144 66	1,855 65	2,555 72	2,820 00		138 07
Morgan		8,893 30	719 98	1,321 22	2,111 10	6,907 49	3,338 47		
Moultrie		2,056 85	166 92	550 98	1,117 90	35 00			
Ogle	27 00	15,895 11	310 50	2,608 48	2,918 18	6,773 18	13,093 00	134 56	369 84
Peoria	83 60	9,067 65	518 06	1,534 66	2,053 74	9,890 02	17,837 03	169 00	
Perry	25 00	1,736 90	915 92	1,614 34	2,830 26	1,806 44	1,141 94	4 50	
Pike	31 03	3,948 47	308 44	1,340 93	1,171 66	1,967 68	1,796 11	525 59	
Pope	95 63	1,183 57	193 13	1,535 23	1,743 67	1,998 07	4,602 19		675 53
Pulaski		1,016 08	135 02	997 92	534 05	471 27	252 71		
Putnam		953 49	183 54	436 70	430 24	260 90	1,346 32		
Randolph		2,144 14	468 00	694 66	1,162 66	269 89	1,169 57	14 20	
Richland	119 88	2,091 67	159 14	493 03	652 17	1,498 86	1,477 61		
Rock Island	385 00	11,839 01	1,043 37	1,367 65	2,351 02	4,897 30	13,056 45	80 08	
Saline	39 05	1,192 13	160 00	516 45	2,676 45	8,350 40	2,311 27	195 40	
Sangamon	5 00	11,953 32	308 54	2,017 29	2,415 83	8,434 89	2,615 88	5 00	
Schuyler		2,090 39	73 70	769 16	842 86	3,353 46	2,941 13		
Scott		2,594 08	27 00	510 99	537 99	1,225 19	2,047 91	31 00	
Shelby		3,163 88	225 71	1,151 40	1,397 11	633 53	3,620 00	75 70	
Starke	16 00	3,173 43	45 00	646 95	691 95	525 90	30,821 30		
St. Clair	144 94	9,929 73	630 00	3,117 74	3,747 74	12,698 86	4,524 45	9 60	2,885 44
Stephenson	23 80	7,162 49	187 52	1,213 87	1,401 39	1,258 90	1,274 70		49 24
Tazewell	173 00	7,853 18	422 05	1,467 86	1,889 91	2,764 12	4,168 97		
Union		3,754 93	114 07	796 18	840 25	3,196 28	3,253 48	104 85	
Vermilion	37 50	9,455 23	730 87	2,699 71	3,430 58	4,739 02	3,152 39		
Wabash		773 45	66 25	980 80	1,618 28	919 25	1,449 19	69 95	
Warren		5,680 60	985 00	1,353 98	1,618 28	143 22	1,831 98	40 00	427 28
Washington	20 00	1,797 01	218 02	557 09	775 11	65 65	3,383 31		
Wayne	50 00	2,091 94	332 36	571 15	923 53	146 56	2,453 27		60 65
White		1,518 87	222 60	630 99	833 59	2,738 15	6,738 00	308 22	
Whiteside	93 75	13,819 68	199 18	2,419 94	2,618 48	6,273 90	6,738 00		
Will		9,303 65	691 16	2,312 96	2,694 12	2,996 88	5,594 45		
Williamson		1,519 57	531 46	353 99	584 45	1,593 90	5,719 02	78 00	
Winnebago		6,166 59	112 13	1,307 20	1,419 33	2,864 53	3,846 25	184 43	
Woodford	43 45	3,990 16	146 16	1,388 41	1,534 57	2,864 53	97 50	153 04	
	\$4,500 26	\$613,244 61	\$29,895 55	\$126,197 34	\$156,092 89	\$537,435 58	\$464,459 97	\$6,447 09	\$11,265 06
									\$50 96



## Financial Statistics, 1872—Continued.

COUNTIES.	22	23	24	25	26	27	28	29	30	31
	Money borrowed.....	District funds loaned.....	Errors, tax reports, settlements, etc.....	Miscellaneous.....	Error amount not reported to balance.....	Total expenditures for period from August 1, 1871 to September 30, 1872.....	Balance in treasury to credit of districts.....	Balance in treasury awaiting action of trustees.....	Whole amount in treasury.	Total expended and remaining on hand.....
Adams.....	\$483 15			\$1,037 49		\$122,332 03	\$17,417 86	\$238 33	\$17,756 19	\$140,088 23
Alexander.....				549 88		29,923 71	2,493 43	4,459 71	6,953 14	36,376 85
Bond.....				263 47		23,892 92	2,902 90	265 66	3,167 86	33,560 78
Boone.....				59 65		41,293 38	4,383 48	202 65	4,586 13	45,868 51
Brown.....						24,539 87	4,377 34		4,377 34	29,017 01
Bureau.....						133,617 48	28,924 19	503 97	29,198 09	162,745 51
Calhoun.....		\$170 00			60	13,167 46	3,873 05		3,873 05	16,040 51
Carroll.....				197 33		61,048 64	8,990 48		8,794 76	70,843 40
Cass.....						24,970 72	4,972 02		6,745 67	41,716 39
Champaign.....				57 44	\$348 32	151,949 42	37,761 56		46,914 56	900,163 99
Christian.....				61 43		95,032 63	8,716 65		3,631 24	104,768 52
Clark.....	43 45		\$96 60			37,319 31	2,611 57		2,631 09	90,850 30
Clay.....	80 00			74 80		34,346 77	5,948 00		5,412 67	38,763 64
Clinton.....						39,443 75	6,130 13		6,465 70	45,869 45
Coles.....						192,861 06	16,006 96		17,312 06	119,573 74
Cook.....				4,440 05		972,981 76	184,069 56		187,892 14	1,160,763 90
Crawford.....						23,295 77	3,906 54		3,957 60	37,253 37
Cumberland.....						24,269 09	1,232 33		1,717 37	26,006 36
DeKalb.....				95 35		83,324 49	90,718 37		90,947 19	104,171 67
DeWitt.....				250 46		66,020 03	5,427 08		5,519 03	72,139 64
Douglas.....						75,373 46	8,631 38		8,841 38	54,313 86
DuPage.....						40,792 35	11,896 31		11,556 00	58,258 35
DuSart.....			375 96	357 46		55,635 68	11,067 95		11,534 90	67,190 68
Edwards.....				6 50		14,867 92	1,949 56		2,079 67	16,346 99
Edwards.....			139 22	811 60		23,024 34	3,103 41		3,290 51	35,415 15
Madison.....				695 96		29,314 47	3,790 93		4,206 28	45,689 70
Peoria.....				497 58		45,108 75	10,404 41		13,043 72	59,154 53
Peoria.....						19,569 47	1,567 53		1,653 32	31,115 83
Port.....		1,101 16	17 17	15 33		19,569 47	1,567 53		1,653 32	194,766 08

Grundy.....	6 76			46,540 51	8,906 98	1,035 77	10,009 05	57,149 56
Hamilton.....				99,914 17	9,167 49	2,551 93	9,418 73	91,639 69
Hancock.....				99,067 76	11,833 96	1,185 81	13,019 71	105,106 77
Hardin.....				7,390 87	9,917 05	1,175 04	7,399 09	7,789 58
Henderson.....			30 15	35,191 39	9,436 54	9,501 24	37,673 94	44,029 73
Henry.....				187,777 38	36,713 84	641 86	19,550 87	161,453 50
Iroquoia.....				98,358 90	16,836 95	2,683 99	19,550 87	117,673 17
Jackson.....				51,924 63	4,761 16	5,900 90	5,351 36	56,585 99
Jasper.....			1,535 54	19,885 71	3,046 19	931 44	3,279 63	23,105 34
Jefferson.....			45 43	96,349 81	1,854 49	28 70	1,877 19	96,290 00
Jersey.....			140 00	38,974 13	5,440 92	1,009 48	6,949 40	45,916 53
Jo Davies.....			455 50	64,514 17	9,669 04	2,617 30	10,361 17	74,875 34
Johnson.....				14,103 93	2,591 70	25 00	9,617 30	16,730 23
Kane.....				199,574 33	24,939 03	348 00	94,577 03	154,151 36
Kankakee.....				83,433 50	11,940 17	1,531 98	12,771 45	96,204 95
Kendall.....				30,607 65	7,468 98	1,390 99	7,869 51	36,470 16
Knox.....				111,330 88	20,960 94	653 08	91,614 08	132,944 90
Lake.....			543 70	58,559 84	20,960 94	394 30	5,479 48	58,031 76
LaSalle.....			9,189 25	924,414 13	26,513 47	2,684 16	99,156 16	925,570 99
Lawrence.....			69 39	35,740 74	2,492 92	361 95	2,684 16	38,424 94
Lee.....				99,345 71	16,056 03	757 95	16,813 86	116,158 99
Livingston.....			218 28	113,798 49	26,443 33	4,643 45	31,066 78	144,863 78
Logan.....			31 05	85,003 83	10,875 94	2,361 56	13,136 90	98,140 63
Macon.....				97,896 46	13,313 57	1,601 98	14,914 15	112,810 61
Macoupin.....			957 49	101,337 60	19,846 38	1,441 98	21,267 96	123,603 56
Madison.....				149,849 15	32,556 47	179 93	32,435 70	183,377 55
Marion.....			97 77	55,975 74	6,136 05	938 95	7,064 30	63,340 04
Marshall.....			12 00	51,792 68	7,823 00	310 33	7,549 83	59,285 01
Mason.....			118 93	55,890 05	9,319 65	164 58	9,484 83	65,304 98
Massac.....			353 83	14,442 89	944 19	73 41	1,016 60	15,459 49
McDonough.....			947 81	71,394 17	10,612 67	550 85	11,163 58	82,467 69
McHenry.....			19 14	78,033 87	19,155 00	390 46	19,545 46	94,579 33
McLean.....			1,980 70	908,383 17	36,685 95	3,879 18	40,545 13	948,948 30
Mcnead.....			40 55	41,792 96	7,915 11	36 78	7,941 89	49,734 17
Merced.....				61,568 40	6,918 87	945 06	7,164 86	68,738 95
Monroe.....			103 27	35,515 02	4,868 09	901 06	5,123 49	40,696 51
Montgomery.....				61,129 13	21,878 96	1,068 61	22,367 19	83,549 51
Morgan.....				109,479 43	16,036 99	436 46	18,473 05	127,959 47
Moultrie.....				28,540 96	4,018 93	122 18	4,140 40	33,681 36
Mt. Pleasant.....				138,991 15	27,739 99	1,468 16	28,208 15	168,199 30
Peru.....			5,603 76	149,463 09	29,375 00	3,093 59	30,178 09	179,671 18
Perry.....				99,510 97	3,093 98	390 59	3,413 87	38,694 14
Piatt.....			14 92	59,771 66	8,093 41	450 96	8,474 37	61,246 05
Pike.....				74,605 98	9,861 88	590 84	10,389 66	84,986 58
Pope.....				19,634 19	2,901 08	443 86	2,644 59	22,278 77
Pulaski.....			438 91	14,516 73	1,617 59	65 00	1,719 50	16,239 23
Putnam.....			95 00	90,099 07	2,398 99	58 44	3,457 33	93,556 40
Randolph.....			1,356 91	44,215 14	2,383 73	1,692 77	5,806 50	50,091 64
Richard.....				35,965 45	6,033 46	200 84	6,823 78	42,049 17
Rock Island.....			93 78	106,371 31	21,076 00	596 50	21,674 59	127,045 51
Saline.....				23,151 36	2,809 83	394 98	3,134 15	26,285 51

## Financial Statistics, 1872—Continued.

COUNTIES.	92	93	94	95	96	97	98	99	30	31
	Money borrowed.....	District funds loaned.....	Errors, tax reports, settlements, etc.....	Miscellaneous.....	Error amount not reported to balance.....	Total expenditures for period from August 1, 1871 to September 30, 1872.....	Balance in treasury to credit of districts.....	Balance in treasury awaiting action of trustees.....	Whole amount in treasury.	Total expended and remaining on hand.....
Sangamon.....				\$336 18		\$144,244 23	\$18,204 15	\$340 73	\$18,544 88	\$162,789 11
Schnyer.....				9 08		55,030 40	2,763 79	149 68	3,905 47	58,935 87
Scott.....						95,715 97	2,951 80	598 94	3,550 83	99,266 80
Shelby.....						58,413 57	7,317 06	524 90	7,841 96	66,255 53
Stark.....				64 75		39,609 42	6,237 83	177 01	6,414 84	46,024 26
St. Clair.....	\$404 55		\$63 44	495 57		175,338 25	45,652 80	3,765 15	49,437 95	224,766 20
Stephenson.....				12 00		65,470 72	14,597 66	889 70	15,497 36	80,968 08
Tazewell.....				1,049 41		91,840 50	11,904 33	772 48	12,676 81	104,517 31
Union.....				83 00	\$323 30	34,400 80	6,990 25	132 09	7,122 34	41,523 14
Vermilion.....	8,850 00	409 94	409 94			131,661 89	25,311 64	1,613 28	26,924 92	148,586 81
Wabash.....				71 14		13,067 88	2,321 42	72 25	2,373 67	15,461 55
Warren.....						71,630 31	17,708 23	276 74	17,984 97	89,615 96
Washington.....						29,641 88	2,448 25		2,448 25	32,090 13
Wayne.....						32,533 18	4,201 76	330 74	4,532 50	37,065 68
White.....						32,014 94	6,506 73	415 75	6,922 48	38,937 42
Whiteide.....				75 46		104,540 55	28,294 13	2,870 65	31,173 78	135,714 33
Will.....						115,546 83	16,991 30	4,748 14	21,739 44	137,286 27
Williamson.....				4,231 65		21,661 76	837 09	180 48	1,018 47	22,680 23
Winnabago.....						66,133 36	12,253 32	323 37	12,576 69	78,709 05
Woodford.....		\$647 00	81 18	61 83		63,793 34	11,663 25	1,965 61	12,648 86	76,442 20
	\$30,297 87	\$4,760 18	\$6,704 78	\$29,849 48	\$15,927 61	\$7,521,546 87	\$1,286,296 90	\$89,253 50	\$1,385,489 40	\$8,907,036 37

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11
	Principal of township fund.	Amount of township fund loaned.....	Net proceeds of school lands sold during the year. ....	Highest monthly wages paid to any male teacher.....	Highest monthly wages paid to any female teacher....	Lowest monthly wages paid to any male teacher.....	Lowest monthly wages paid to any female teacher....	Aggregate of rates of district taxes.....	Amount of tax levy.....	Amount of district debts for building purposes....	Total outstanding district debts.....
Adams.....	\$40,265 00	\$39,815 27	.....	\$223 00	\$100 00	\$20 00	\$12 00	219 00	.....	\$28,755 00	\$63,406 76
Alexander.....	13,279 35	18,743 64	.....	290 00	65 00	35 00	30 00	30 15	.....	1,706 19	5,156 34
Bond.....	18,684 19	18,684 19	.....	135 00	50 00	30 00	30 00	80 70	.....	1,550 00	4,817 82
Boone.....	14,344 00	14,183 00	.....	140 00	50 00	30 00	19 00	140 05	.....	.....	10,187 84
Brown.....	14,884 00	14,824 00	.....	85 00	40 00	16 33	15 00	66 30	.....	6,493 00	7,855 41
Bureau.....	53,463 84	52,044 68	.....	166 00	50 00	18 00	30 00	307 35	.....	32,023 49	54,013 69
Calhoun.....	8,532 00	8,532 00	.....	60 00	45 00	35 00	30 00	.....	.....	.....	7,759 33
Carroll.....	66,917 76	65,585 40	.....	135 00	65 00	25 00	30 00	.....	.....	6,375 00	95,253 17
Cass.....	40,502 25	40,502 25	.....	155 55	60 00	30 00	30 00	63 17	.....	768 75	9,541 09
Champaign.....	165,145 27	162,686 32	\$3,230 00	133 00	70 00	25 00	30 00	327 39	.....	39,143 10	96,363 62
Christian.....	84,546 31	84,546 31	.....	155 55	70 00	27 00	30 00	174 35	.....	90,278 00	14,742 95
Clark.....	25,728 04	25,608 04	251 25	100 00	50 00	23 00	15 00	99 70	.....	2,000 00	9,912 38
Clay.....	30,904 62	30,804 03	.....	100 00	50 00	23 00	30 00	94 73	.....	2,300 00	6,621 38
Coleen.....	96,810 13	96,603 95	.....	75 00	50 00	30 00	18 00	73 85	.....	570 00	14,574 36
Coles.....	52,170 65	52,170 65	.....	166 00	50 00	30 00	30 00	166 50	.....	33,310 60	60,596 33
Cook.....	390,707 60	392,731 86	9,153 00	250 00	120 00	35 00	28 00	922 46	.....	1,310,144 84	353,592 99
Crawford.....	91,147 88	90,713 30	.....	60 00	45 00	30 00	13 00	130 80	.....	2,730 51	7,196 36
Cumberland.....	11,144 75	11,144 75	.....	75 00	40 00	22 60	15 00	.....	.....	600 00	5,379 74
DeKalb.....	44,390 98	43,845 57	.....	167 00	100 00	30 00	30 00	167 10	.....	7,350 00	37,596 33
DeWitt.....	99,249 88	98,380 84	.....	166 00	75 00	30 00	25 00	23 30	.....	3,500 00	23,868 14
Douglas.....	36,304 79	36,304 79	.....	100 00	60 00	25 00	17 50	81 49	.....	13,044 33	12,044 33
DuPage.....	18,163 21	17,970 64	.....	166 66	85 00	25 00	15 00	109 35	.....	700 00	6,943 06
Edgar.....	35,013 96	34,965 51	25 10	75 00	40 00	20 00	16 00	35 90	.....	.....	5,757 35
Edwards.....	16,830 08	16,714 78	.....	100 00	40 00	24 00	30 00	213 60	.....	12,800 00	18,006 93
Effingham.....	17,816 16	17,675 66	.....	133 00	50 00	30 00	32 00	137 88	.....	3,700 00	9,103 68
Fayette.....	34,260 39	34,180 39	.....	130 00	50 00	30 00	30 00	98 37	.....	3,700 00	13,777 18
Ford.....	131,364 36	131,364 36	.....	50 00	40 00	22 50	20 00	54 47	.....	1,990 00	9,902 90
Franklin.....	5,944 26	5,511 61	.....	155 00	60 00	15 00	18 00	326 90	.....	90,896 12	30,625 08
Fulton.....	44,991 84	44,848 49	.....	100 00	65 00	23 00	20 00	43 50	.....	200 00	51,564 58
Gallatin.....	15,241 41	15,144 66	.....	111 00	68 00	25 00	15 00	.....	.....	.....	.....
Greene.....	30,763 04	30,687 04	923 15	.....	.....	.....	.....	.....	.....	.....	.....

COUNTIES.	1	2	3	4	5	6	7	8	9	10	11
	Principal of township fund.	Amount of township fund loaned.	Net proceeds of school lands sold during the year.	Highest monthly wages paid to any male teacher.	Highest monthly wages paid to any female teacher.	Lowest monthly wages paid to any male teacher.	Lowest monthly wages paid to any female teacher.	Aggregate of rates of district taxes.	Amount of tax levy.	Amount of district debts for building purposes.	Total outstanding district debts.
Grundy.	\$3,758 90	\$2,158 90		\$150 00	\$50 00	\$25 00	\$30 00	136 00	\$32,196 14	\$6,390 00	\$7,322 09
Hamilton.	32,615 86	32,253 81		75 00	40 00	25 00	30 00		11,945 24	735 07	4,048 15
Hancock.	83,550 52	83,550 52		190 00	70 00	35 00	30 00	187 73	79,939 85	1,410 00	13,859 74
Hardin.	6,546 37	6,546 37		50 00	35 00	30 00	30 00	11 92			2,822 04
Henderson.	22,831 57	22,691 62		70 00	60 00	30 00	30 00	89 74	27,309 59	1,465 00	1,709 25
Henry.	105,387 18	105,338 02		150 00	83 00	25 00	18 00	155 88	123,020 63	3,688 37	18,343 73
Iroquois.	121,136 32	120,835 52	\$4,620 00	111 00	60 00	30 00	18 00		42,936 15	17,263 00	39,781 09
Jackson.	13,366 15	11,996 97		125 00	75 00	25 00	25 00	139 93	30,473 45	135 00	25,952 42
Jasper.	36,837 28	36,837 28		60 00	40 00	16 66	15 00			350 00	4,631 54
Jefferson.	16,014 63	16,009 63		100 00	50 00	30 00	15 00	76 35	17,403 30	200 00	2,925 10
Jersey.	40,097 37	39,663 13		100 00	50 00	31 00	18 00	53 55	35,530 00	25,907 63	30,300 41
JoDavidess.	50,997 90	49,833 73		100 00	50 00	30 00	19 00	179 25	44,839 73	9,083 47	11,795 92
Johnson.	8,877 84	8,877 84		70 00	33 00	30 00	30 00	50 90	9,895 65		3,586 30
Kane.	38,836 18	38,537 50		920 00	75 00	16 00	19 00	143 58	111,686 56	5,584 80	91,373 40
Kantakee.	72,389 71	72,389 71		150 00	50 00	30 00	19 00	370 00	43,563 38	4,005 72	76,160 81
Kendall.	32,597 69	32,597 69		75 00	50 00	30 00	18 00	76 05	19,907 00		114 00
Knox.	36,772 24	36,366 24		150 00	75 00	17 00	16 00	203 25	91,147 30	9,210 00	27,909 55
Lake.	43,715 06	42,716 45		150 00	59 00	30 00	10 00	111 65		595 00	5,953 08
LaSalle.	198,650 31	187,993 99									
Lawrence.	19,593 81	19,406 81		90 00	40 00	20 00	15 00		16,014 38	1,143 90	4,214 53
Lee.	56,965 00	56,863 00		150 00	75 00	25 00	18 00	304 15	82,015 59	900 00	76,113 90
Livingston.	200,509 47	199,981 81	17,890 00	133 00	30 00	30 00	25 00	346 40	82,830 92	9,462 49	91,888 60
Logan.	48,734 06	48,677 35		150 00	65 00	30 00	20 00	142 50	75,631 60	63,720 57	70,586 95
Macon.	97,632 86	97,039 15		150 00	77 00	25 00	37 50	117 14	79,106 79	4,588 00	59,187 59
Madison.	46,198 73	47,860 88		125 00	100 00	30 00	15 00			28,139 98	54,177 58
Madison.	64,923 71	63,923 71		190 85	90 24	35 00	30 00	116 32	131,484 67	3,000 00	57,381 65
Marion.	18,465 14	18,465 14		191 00	60 00	30 00	15 00	79 34	14,700 00	14,700 00	20,216 90
Marshall.	38,358 27	34,460 08		129 60	75 00	30 00	20 00	100 93	31,018 17	9,875 00	6,034 44
Mason.	58,697 73	58,497 73		133 00	55 00	30 00	25 00		50,072 88		14,068 39
Massac.	9,630 84	9,417 18		80 00	60 00	30 00	25 00	100 93			3,172 29
McDonough.	26,110 44	26,058 58		150 00	50 00	25 00	10 00	37 48	9,606 94	2,193 00	9,435 49

McHenry	89, 817 36	37, 310 68	100 00	50 00	12 00	9 50	93 75	50, 195 64	1, 000 00	17, 941 36
McLean	151, 384 73	141, 427 99	900 00	75 00	25 00	25 00	102 46	163, 732 06	186, 093 70	202, 545 58
Menard	12, 144 43	12, 144 43	111 11	55 00	30 00	30 00	109 46	1, 000 00	1, 960 00	8, 150 80
Mercer	98, 611 51	98, 611 51	75 00	55 00	30 00	30 00	144 98	48, 129 63	5, 400 00	11, 424 08
Monroe	94, 989 64	93, 424 95	100 00	60 00	30 00	35 00	95 37	59, 425 13	762 50	97, 341 99
Montgomery	40, 646 64	40, 646 64	130 00	75 00	25 00	30 00	111 35	47, 160 15	1, 100 00	10, 768 15
Morgan	51, 982 79	50, 923 33	900 00	90 00	30 00	25 04	120 78	87, 062 63	66, 150 28	93, 040 51
Moultrie	30, 453 39	30, 325 13	85 00	50 00	25 00	25 00	129 93	94, 673 18	67, 679 35	3, 077 53
Ogle	65, 599 19	65, 161 05	166 00	60 00	15 00	13 00	333 96	150, 109 57	9, 505 00	60, 898 28
Pearla	55, 040 63	54, 556 79	102 00	50 00	35 00	18 00	94 06	4, 156 00	4, 156 00	13, 852 54
Perry	13, 919 13	13, 125 59	100 00	75 00	30 00	35 00	98 70	40, 118 57	4, 989 00	10, 020 31
Phatt	53, 629 61	53, 629 61	187 00	75 00	30 00	18 00	196 53	54, 640 35	9, 678 35	25, 036 64
Pike	56, 667 16	56, 667 16	130 00	75 00	25 00	22 00	87 75	13, 813 06	6, 341 73	6, 341 73
Pope	14, 790 09	13, 546 36	80 00	75 00	25 00	25 00	96 90	14, 981 55	2, 615 08	8, 368 10
Putnaki	8, 925 53	8, 924 56	100 00	75 00	30 00	30 00	50 77	98, 445 98	2, 704 00	2, 838 05
Putnam	21, 477 49	21, 925 49	100 00	60 00	25 00	15 00	97 48	64, 818 51	2, 599 00	8, 390 45
Randolph	94, 178 98	19, 706 60	150 00	60 00	25 00	10 00	100 10	13, 693 82	3, 730 60	13, 693 82
Richland	21, 640 37	21, 640 37	166 00	75 00	25 00	20 00	100 10	19, 467 50	2, 660 00	5, 321 64
Rock Island	83, 876 53	83, 066 25	100 00	100 00	33 00	30 00	95 75	134, 062 13	36, 900 00	86, 564 45
Saline	7, 693 15	7, 693 15	100 00	40 00	27 00	30 00	174 50	35, 594 91	10, 350 00	14, 500 08
Sangamon	54, 013 98	54, 013 98	180 00	60 00	30 00	15 00	99 17	50, 377 47	2, 188 90	11, 398 29
Scott	34, 414 16	34, 240 17	100 00	50 00	30 00	25 00	51 83	95, 572 65	10, 300 00	11, 398 29
Schuyler	14, 555 62	14, 451 62	90 00	45 00	20 00	20 00	198 50	136, 916 58	8, 650 00	141, 730 06
Shelby	48, 392 79	48, 392 79	160 00	70 00	35 00	30 00	216 60	45, 635 61	12, 867 73	11, 788 87
St. Clair	63, 039 63	61, 985 01	150 00	70 00	20 00	15 00	116 50	68, 731 31	2, 990 00	51, 007 43
Stephenson	42, 104 34	41, 849 01	150 00	65 00	25 00	25 00	93 90	71, 472 90	4, 074 00	49, 615 30
Tasewell	52, 154 84	51, 383 28	90 00	50 00	30 00	30 00	93 90	59, 549 32	1, 503 38	8, 067 41
Union	12, 026 40	11, 679 53	166 00	75 00	35 00	15 00	198 67	30, 993 02	290 00	4, 067 33
Vermilion	112, 410 36	111, 238 95	100 00	35 00	25 00	18 00	178 47	90, 769 51	1, 503 38	5, 729 46
Wabash	12, 151 49	12, 143 49	111 00	50 00	25 00	16 00	74 45	92, 769 51	1, 503 38	5, 077 47
Warren	93, 611 64	93, 490 46	175 00	55 00	30 00	18 00	178 47	90, 769 51	1, 503 38	65, 734 63
Washington	36, 897 93	36, 709 93	80 00	40 00	23 50	16 00	100 50	90, 276 37	1, 605 00	45, 734 63
Wayne	31, 703 56	31, 703 56	100 00	50 00	30 00	20 00	92 18	41, 845 17	40, 035 60	54, 419 28
White	14, 980 66	14, 571 75	167 00	50 00	30 00	16 00	183 68	16, 760 39	11, 637 00	7, 887 31
Whiteide	176, 860 88	176, 377 67	180 00	130 00	20 00	15 00	161 40	48, 000 98	4, 941 22	8, 961 60
Will	114, 329 98	113, 989 01	80 00	50 00	20 00	13 00	161 40	48, 000 98	4, 941 22	8, 961 60
Williamson	7, 876 37	7, 836 37	150 00	60 00	18 00	20 00	161 40	48, 000 98	4, 941 22	8, 961 60
Winnebago	40, 745 79	40, 053 64	111 00	75 00	25 00	20 00	161 40	48, 000 98	4, 941 22	8, 961 60
Woodford	62, 609 59	62, 154 38	111 00	75 00	25 00	20 00	161 40	48, 000 98	4, 941 22	8, 961 60
	\$4, 868, 555 01	\$4, 806, 094 94	\$250 00	\$180 00	\$112 00	\$9 50	103 89	\$4, 785, 521 65	\$2, 137, 934 21	\$2, 947, 999 80

## County Statistics, 1872—Continued.

COUNTIES.	EXAMINATIONS.										CERTIFICATES ISSUED.									
	Places	Number	Male applicants	Female applicants	Total examined	Rejected—males	Rejected—females	Total rejected	Males—first grade	Males—second grade	Total males	Females—first grade	Females—second grade	Total females	Number of first grade.....	Number of second grade...	Total			
Saline.....	2	94	55	14	69	1	70	1	5	49	54	1	13	14	6	62	68			
Sangamon.....	1	95	250	223	473	74	28	144	44	132	176	18	135	153	62	267	329			
Schnaylor.....	1	52	97	34	231	19	7	47	11	67	78	20	63	103	31	150	181			
Scott.....	1	4	39	73	112	19	26	45	4	30	49	8	23	33	4	43	47			
Shelby.....	1	18	173	81	254	45	25	29	22	106	128	15	48	56	30	154	184			
Stark.....	2	12	57	100	157	9	20	29	12	36	48	15	65	80	37	101	131			
St. Clair.....	5	28	212	100	312	21	15	36	45	146	191	13	113	126	58	258	316			
Stephenson.....	6	57	118	202	320	6	49	55	26	86	112	29	124	153	55	210	265			
Tazewell.....	7	31	104	171	275	28	65	93	36	86	76	19	87	106	45	137	182			
Union.....	4	107	82	40	129	11	4	15	11	60	71	5	31	36	16	91	107			
Vermillion.....	6	52	136	154	290	36	40	76	25	75	100	15	99	114	40	174	214			
Wabash.....	2	16	43	37	79	1	1	2	12	59	41	3	33	36	15	62	77			
Warren.....	1	42	153	304	457	36	119	155	95	92	117	26	159	185	51	251	302			
Washington.....	2	10	56	62	98	1	11	12	8	54	62	5	37	42	16	82	98			
Wayne.....	2	52	82	91	173	30	49	69	8	104	112	2	62	68	8	116	124			
White.....	5	46	123	65	188	11	17	28	39	104	112	46	46	48	10	150	160			
Whiteville.....	5	30	150	273	423	16	68	84	8	105	134	26	179	205	35	264	299			
Will.....	4	121	108	330	438	11	77	88	13	82	95	19	324	353	32	316	348			
Williamson.....	1	4	59	99	88	1	1	2	17	41	58	6	22	28	23	63	86			
Winnebago.....	7	44	30	70	90	4	18	22	2	14	16	10	42	52	12	56	68			
Woodford.....	5	30	105	146	254	11	30	31	19	78	97	21	105	126	40	183	203			
	400	3,681	10,045	12,992	28,947	1,997	2,869	4,866	1,810	6,361	8,171	1,349	8,921	9,560	3,159	14,592	17,751			

COUNTIES.	SCHOOL VISITATION.				OFFICIAL SERVICES.							COMPENSATION OF COUNTY SUPERINTENDENT.						
	Number of different schools visited during the year ..	Number of schools visited more than once .....	Number of schools not visited at all during year ...	Average number of hours spent in each school visited.....	Number of days spent in school visitation during the year.....	Number of days spent in examinations .....	Number of days spent in institute work.....	Number of days spent in office work.....	Number of days spent in other official duties.....	Whole number of days of ficial service rendered....	Number of public addresses delivered .....	Amount received as per diem for services rendered .....	Commissions on money distributed to townships ...	Commissions on money loaned .....	Commissions on sales of school lands .....	From county board, a special appropriation (see 71).	From any and all other sources.....	Total compensation for the year .....
Adams.....	173	8	1	24	86	56	6	100	30	378	7	\$1,390 00	\$367 19	.....	.....	.....	.....	\$1,757 19
Alexander.....	92	18	1	3	38	35	25	97	37	332	.....	1,160 00	74 69	.....	.....	.....	.....	1,237 19
Bond.....	49	19	28	24	91	31	5	35	15	108	.....	450 00	133 59	.....	.....	.....	.....	1,701 54
Boone.....	75	18	.....	24	52	30	5	8	.....	95	.....	450 00	85 70	.....	.....	.....	.....	545 79
Brown.....	.....	.....	.....	.....	.....	36	12	60	5	113	.....	400 00	101 27	.....	.....	.....	.....	501 27
Bureau.....	185	8	17	24	104	63	12	99	.....	278	.....	1,390 00	235 98	.....	.....	.....	.....	1,645 98
Calhoun.....	128	3	3	.....	.....	13	4	13	5	70	.....	1,300 00	102 90	67	.....	.....	.....	1,450 17
Carroll.....	198	94	2	2	139	41	18	46	2	246	10	1,230 00	152 05	51 00	.....	.....	.....	1,433 05
Cass.....	57	6	6	4	63	35	21	100	99	318	15	1,500 00	105 44	90 70	.....	.....	.....	1,716 14
Champaign.....	191	32	13	3	173	17	23	54	4	270	.....	1,250 00	280 96	15 00	.....	.....	.....	1,545 96
Christian.....	90	4	4	4	94	43	4	34	3	177	2	1,960 00	198 68	.....	.....	.....	.....	1,158 68
Clark.....	69	23	28	24	53	32	11	47	17	159	.....	735 00	163 26	.....	.....	.....	.....	958 26
Clay.....	82	7	2	.....	70	30	37	49	20	206	47	1,030 00	146 62	.....	.....	.....	.....	1,176 62
Clinton.....	84	40	1	4	130	48	6	60	22	266	18	1,330 00	145 40	.....	.....	.....	.....	1,475 40
Coles.....	81	13	36	14	77	36	10	52	5	160	.....	800 00	202 68	.....	.....	.....	.....	1,016 81
Cook.....	138	19	57	14	89	62	11	105	19	266	2	680 00	171 50	.....	.....	.....	.....	3,415 96
Crawford.....	90	39	4	2	71	15	9	96	3	124	25	450 00	115 27	.....	.....	.....	.....	717 45
Cumberland.....	76	4	4	2	39	25	30	80	31	356	.....	1,750 00	198 52	.....	.....	.....	.....	568 27
DeKalb.....	174	38	4	3	160	55	.....	.....	.....	312	.....	1,560 00	139 63	.....	.....	.....	.....	1,698 28
Dewitt.....	92	36	5	3	129	82	.....	.....	.....	312	.....	1,750 00	139 63	.....	.....	.....	.....	1,698 28
Douglas.....	85	30	6	3	95	46	16	.....	.....	312	.....	1,070 00	90 94	.....	.....	.....	.....	1,195 94
Driftage.....	118	32	14	.....	91	26	10	54	29	212	.....	1,045 63	111 98	.....	.....	.....	.....	1,177 60
Edgar.....	42	2	1	24	90	14	6	8	4	52	2	1,060 00	203 10	.....	.....	.....	.....	1,263 10
Edwards.....	63	15	10	3	56	19	5	30	6	116	15	560 00	140 43	.....	.....	.....	.....	964 90
Effingham.....	97	33	3	3	123	34	36	46	2	243	39	1,215 00	183 30	1 90	.....	.....	.....	1,402 00
Fayette.....	70	6	4	.....	59	61	13	23	.....	157	.....	755 00	99 27	.....	.....	.....	.....	720 43
Ford.....	55	2	2	.....	40	13	7	.....	.....	137	.....	410 00	134 67	.....	.....	.....	.....	894 27
Franklin.....	203	95	4	2	130	102	4	109	6	351	.....	1,640 00	310 88	.....	.....	.....	.....	544 67
Fulton.....	40	7	7	.....	25	10	9	.....	.....	135	.....	541 00	85 55	.....	.....	.....	.....	1,950 83
Gallatin.....	73	8	13	4	83	62	9	36	16	228	3	1,140 00	173 73	.....	.....	.....	.....	636 55
Greene.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,313 73



## County Statistics, 1872—Continued.

COUNTIES.	SCHOOL VISITATION.				OFFICIAL SERVICES.							COMPENSATION OF COUNTY SUPERINTENDENT.					
	Number of different schools visited during the year...	Number of schools visited more than once .....	Number of schools not visited at all during year....	Average number of hours spent in each school visited.....	Number of days spent in examinations .....	Number of days spent in institute work.....	Number of days spent in office work.....	Number of days spent in other official duties.....	Whole number of days of official service rendered ...	Number of public addresses delivered.....	Amount received as per diem for services rendered .....	Commissions on money distributed to townships....	Commissions on money loaned .....	Commissions on sales of school lands. ....	From county board, a special appropriation (see 71).	From any and all other sources .....	Total compensation for the year .....
Grundy.....	66	10	20	14	23	35	10	104	68	134	\$340 00	\$124 96	82				\$464 96
Hamilton.....	48	3	13	5	30	60	140	13	332	20	670 00	131 06					801 86
Hancock.....	150	3	30	24	75	45	10	12	332	134	1,660 00	290 88					1,950 88
Hardin.....	26	13	1	3	38	15	3	10	78	20	200 00	52 00					252 00
Henderson.....	71	60	1	3	120	55	3	12	247	1	1,215 00	102 07	\$3 54				1,340 61
Henry.....	200	17	34	3	115	90	10	90	305	4	1,405 00	966 87					1,781 87
Iroquois.....	236	27	20	24	113	57	15	66	258	76	1,290 00	277 30		181 00			1,748 30
Jackson.....	29	7	57	24	98	30	50	120	250	5	1,125 00	171 09			\$37 00		1,908 00
Jasper.....	94	7	37	2	32	20	3	33	14	94	490 00	125 67				4 00	652 67
Jefferson.....	75	50	10	3	120	175	10	90	241	18	723 00	173 18					899 18
Jersey.....	118	10	10	3	120	50	13	53	30	16	1,000 00	259 18	4 00				1,229 18
JoDavies.....	49	9	10	4	45	30	7	19	300	105	1,000 00	194 40					749 40
Johnson.....	140	39	13	24	170	85	4	62	323	8	1,651 00	265 85					1,916 85
Kane.....	93	10	43	2	36	30	40	65	14	3	875 00	203 73					1,078 73
Kankakee.....	79	25	24	24	60	20	6	1	87	2	420 00	91 39					511 39
Kendall.....	183	25	6	4	159	67	8	73	319	2	1,535 00	240 91					1,815 01
Knox.....	51	69	3	3	82	82	12	77 1/2	148	2	740 00	161 00			39 29		940 29
Lake.....																	
LaSalle.....																	
Lawrence.....	63	6	8	2	100	14	5	24	15	136 1/2	682 50	115 25	4 80				802 55
Lee.....	130	28	2	2	220	65	6	11	313	1	1,500 00	211 82					1,771 82
Livingson.....	204	13	23	3	138	47	13	72	271	1	1,355 00	288 00					1,643 00
Loran.....	107	55	5	34	114	67	37	48	266	6	1,355 00	187 81	7 60				1,450 41
Macoupin.....	120	30	9	24	163	53	34	96	277	7	1,385 00	219 36	70 40				1,674 76
Madison.....	147	23	13	3	86	73	9	46	307	1	1,535 00	270 00					1,808 71
Marion.....	113	17	10	3	91	98	19	78	10	3	1,060 00	296 77			3 71		1,356 77
Marion.....	118	12	10	3	91	88	13	13	14	85	1,100 00	186 41	4 00				1,286 41
Marshall.....	98	74	4	24	103	30	20	23	6	157	905 00	132 42					1,037 42
Massac.....	82	46	13	3	128	80	12	69	310	40	1,500 00	146 94					1,646 94
McDonough.....	33	27	1	3	69	10	3	63	158	4	751 00	76 86					827 86
McDonough.....	24	3	3	3	18	68	42	25	155	...	775 00	198 25					973 25

McHenry	171	37	19	94	123	53	5	61	19	923	1,905 00	190 00	.....	.....	.....	.....	.....	.....	1,455 00
McLean	250	6	.....	.....	100	100	33	101	19	353	1,775 00	95 64	.....	.....	.....	.....	.....	.....	2,188 64
Menard	59	50	1	4	109	94	5	67	.....	375	1,375 00	95 81	.....	.....	.....	.....	.....	.....	1,470 81
Mercer	103	75	6	.....	121	70	45	60	12	308	1,360 00	145 46	.....	.....	.....	.....	.....	.....	1,521 46
Monroe	50	10	3	3	76	78	.....	32 1/2	15	1304	1,652 50	113 84	.....	.....	.....	.....	.....	.....	1,766 34
Montgomery	65	3	52	24	64	79	36	73	10	330	1,650 00	215 13	.....	.....	.....	.....	.....	.....	1,865 13
Morgan	.....	.....	.....	.....	135	72	50	96	54	1004	1,458 00	101 41	.....	.....	.....	.....	.....	.....	1,714 35
Moultrie	175	83	37	5	44	20	40	114	7	331	1,635 00	935 37	.....	.....	.....	.....	.....	.....	1,922 77
Ogle	145	54	15	3	134	46	101	15	16	287	1,405 00	598 37	.....	.....	.....	.....	.....	.....	1,703 37
Peoria	60	60	.....	.....	112	41	37	37	25	252	795 00	124 90	.....	.....	.....	.....	.....	.....	1,035 00
Perry	74	41	.....	.....	3	115	32	30	.....	177	885 00	192 00	.....	.....	.....	.....	.....	.....	1,035 00
Pike	146	21	6	3	171	56	30	35	52	314	1,570 00	973 94	.....	.....	.....	.....	.....	.....	1,853 95
Pope	54	10	2	3	68	35	8	28	28	189	1,945 00	108 22	.....	.....	.....	.....	.....	.....	1,053 92
Pulecki	94	6	11	3	94	20	.....	40	28	112	536 00	55 00	.....	.....	.....	.....	.....	.....	591 00
Putnam	35	24	.....	.....	39 1/2	23	9	26	.....	1044	536 50	65 44	.....	.....	.....	.....	.....	.....	592 56
Putnam	72	10	16	2	90	10	12	201	.....	313	1,150 00	174 35	.....	.....	.....	.....	.....	.....	1,324 35
Radolph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock Island	83	4	8	2	81	121	18	43	42	305	1,525 00	508 22	.....	.....	.....	.....	.....	.....	1,733 22
Saline	63	.....	.....	.....	36	26	2	28	62	160	800 00	130 43	.....	.....	.....	.....	.....	.....	835 43
Sangamon	158	7	22	3	107	102	5	96	.....	310	1,550 00	318 55	.....	.....	.....	.....	.....	.....	1,868 55
Schuyler	Visitation	prohi	bited.	.....	.....	.....	.....	.....	.....	83	410 00	139 28	.....	.....	.....	.....	.....	.....	1,564 28
Scott	43	30	.....	.....	73	30	7	70	59	239	1,195 00	82 47	.....	.....	.....	.....	.....	.....	1,377 47
Shelby	.....	.....	.....	.....	.....	.....	.....	.....	.....	101	505 00	224 97	.....	.....	.....	.....	.....	.....	729 97
Stark	88	40	.....	.....	60	52	15	104	54	285	1,411 00	91 12	.....	.....	.....	.....	.....	.....	1,503 05
St. Clair	126	26	1	5	136	39	5	141	5	326	1,630 00	346 51	.....	.....	.....	.....	.....	.....	2,032 10
Stephenson	183	41	1	24	117	57	7	23	30	234	1,170 00	222 06	.....	.....	.....	.....	.....	.....	1,422 06
Tazewell	107	72	3	3	107	36	16	41	14	214	1,035 00	217 28	.....	.....	.....	.....	.....	.....	1,255 08
Union	64	15	4	5	79	35	3	37	26	180	900 00	138 61	.....	.....	.....	.....	.....	.....	1,038 61
Vermilion	81	15	109	3	61	45	.....	77	9	192	960 00	310 00	.....	.....	.....	.....	.....	.....	1,283 30
Wabash	35	4	15	14	114	42	.....	10	.....	46	1,190 00	70 58	.....	.....	.....	.....	.....	.....	1,969 58
Warren	215	55	.....	.....	61	10	8	130	18	312	1,580 00	179 50	.....	.....	.....	.....	.....	.....	1,739 50
Washington	76	9	.....	.....	42	.....	.....	42	.....	113	565 80	168 82	.....	.....	.....	.....	.....	.....	1,733 93
Wayne	106	24	.....	.....	151	52	5	49	8	283	840 00	189 65	.....	.....	.....	.....	.....	.....	1,029 65
White	29	.....	.....	.....	3	16	.....	.....	.....	674	278 75	206 68	.....	.....	.....	.....	.....	.....	3 43
Whiteside	107	7	27	24	105	66	86	88	.....	345	1,725 00	214 25	.....	.....	.....	.....	.....	.....	1,939 25
Will	209	15	15	2	121	15	15	20	42	308	1,540 00	338 18	.....	.....	.....	.....	.....	.....	1,873 18
Williamson	83	6	.....	.....	65	38	5	51	18	177	885 00	198 14	.....	.....	.....	.....	.....	.....	1,020 83
Winnebago	124	110	.....	.....	130	44	28	31	.....	197	1,085 00	132 66	.....	.....	.....	.....	.....	.....	1,208 66
Woodford	119	13	2	3	93	59 1/2	4	24	18	1964	1,992 50	167 49	.....	.....	.....	.....	.....	.....	1,159 99
.....	9,343	2,250	1,105	.....	8,377 1/2	4,719 1/2	1,287	5,373 1/2	1,596 1/2	31,352 1/2	102,465 40	\$19,320 51	507 90	190 67	1,210 29	\$70 23	153,773 30	.....	.....

County Statistics, 1872—Continued.

BALANCE SHEET OF COUNTY SUPERINTENDENTS.

COUNTIES.	On hand Aug. 1, 1871.....	School tax (2 mill).....	Interest on school, college and seminary fund.....	Interest on county fund....	Fines and forfeitures .....	Suspirors, swamp, overpayment and miscellaneous.....	Total amount received.....	Amount paid township treasurers .....	Amount paid for office expenses .....	Commissions retained.....	Paid for miscellaneous purposes .....	Amount on hand .....	Total .....
Adams.....	\$17,142 49	\$1,039 31	\$1,039 31	\$178 96	\$178 96		\$18,360 76	\$17,993 57	\$18 50	\$67 19		\$184 10	\$18,360 76
Alexander.....	3,432 39	206 10	206 10	40 00	40 00		4,014 44	3,734 56	374 85	77 18		314 93	4,014 44
Bond.....	5,963 44	319 11	319 11	374 85	374 85		7,032 57	6,543 61	13 39	161 64		7,032 57	7,032 57
Boone.....	4,467 37	270 84	270 84	47 00	47 00		4,785 11	4,637 91	31 50	95 70		55	4,785 11
Brown.....	4,722 46	266 31	266 31	58 00	58 00		5,064 91	4,960 09	3 00	101 37			5,064 91
Bureau.....	12,057 46	731 62	731 62	70 50	70 50		12,869 58	12,566 94	46 66	255 98			12,869 58
Calhoun.....	9,940 89	180 72	180 72	608 14	608 14		5,145 03	4,470 03	97 66	149 00	\$51 55	375 89	5,145 03
Carroll.....	6,339 61	363 36	363 36	1,178 71	1,178 71		7,938 68	7,450 49	184 15	203 05		100 99	7,938 68
Cass.....	4,804 89	291 31	291 31	95 00	95 00		5,000 57	5,166 44	100 00	105 44		128 69	5,000 57
Champaign.....	12,890 77	781 54	781 54	259 30	259 30		14,048 01	13,677 05	67 80	295 96		7 20	14,048 01
Christian.....	8,939 59	548 77	548 77	453 00	453 00		9,947 36	9,399 29	223 45	198 94		125 68	9,947 36
Clark.....	7,527 96	458 36	458 36	158 85	158 85		8,183 07	7,998 14	42 46	163 96		31 21	8,183 07
Clay.....	6,491 30	393 55	393 55	78 15	78 15		7,276 92	7,100 00	120 30	146 62		55 09	7,276 92
Cleburn.....	6,514 36	396 60	396 60	108 00	108 00		7,324 29	7,018 80	53 00	145 40		43 57	7,324 29
Cole.....	9,114 86	534 31	534 31	321 92	321 92		10,134 00	9,744 32	143 43	202 63		38,856 36	10,134 00
Cook.....	78,434 08	4,755 85	4,755 85	320 00	320 00		105,941 65	64,694 85	745 38	1,715 06		89 91	105,941 65
Crawford.....	6,139 07	372 30	372 30	577 24	577 24		7,181 50	6,981 00	58 05	142 45		16 75	7,181 50
Cumberland.....	6,034 18	305 81	305 81	90 00	90 00		5,775 64	5,602 61	51 75	114 37			5,775 64
DeKalb.....	8,802 37	553 67	553 67	90 00	90 00		9,545 81	9,297 72	62 82	188 52		6,481 92	9,545 81
Douglas.....	5,052 43	367 19	367 19	58 30	58 30		6,044 60	5,965 51	86 78	129 63		18 70	6,044 60
DuPage.....	5,023 59	340 95	340 95	50 00	50 00		5,819 40	5,806 96	96 70	120 94		18 70	5,819 40
Edgar.....	5,414 15	398 95	398 95	77 00	77 00		6,044 60	5,908 35	146 85	203 10		343 33	6,044 60
Edwards.....	8,777 76	539 17	539 17	166 50	166 50		10,500 63	9,808 35	140 80	74 47		19 61	10,500 63
Effingham.....	2,119 43	384 10	384 10	300 95	300 95		3,747 82	3,649 94	66 36	140 43		109 68	3,747 82
Fayette.....	6,335 36	523 78	523 78	60 80	60 80		7,081 66	6,814 87	44 10	187 00		309 89	7,081 66
Ford.....	4,643 48	368 47	368 47	90 00	90 00		5,271 98	5,031 90	7 18	134 67		15 00	5,271 98
Franklin.....	5,919 15	356 87	356 87	75 83	75 83		6,734 02	6,589 35	111 36	95 53		13 05	6,734 02
Fulton.....	14,539 52	861 50	861 50	148 13	148 13		15,644 40	15,207 23	56 74	173 73			15,644 40
Galatin.....	4,504 43	273 09	273 09	86 35	86 35		4,954 92	4,802 58	5 74				4,954 92
Greene.....	7,695 54	446 56	446 56	680 00	680 00		8,933 10	8,759 37					8,933 10

Grundy	5, 878 33	356 40	41 53	13 00	6, 247 93	6, 006 14	44 00	194 98	44 68	96 15	6, 247 93
Hamilton	5, 881 31	356 37	294 40	86 03	6, 378 09	6, 418 83	13 10	131 06		13 11	6, 378 09
Hancock	13, 369 16	810 13	38 35	50 00	14, 549 68	14, 140 13	118 69	990 88			14, 549 68
Hartlin	2, 576 65	50 00	50 00	50 00	2, 653 00	2, 544 35	25 00	52 00		31 65	2, 653 00
Henderson	4, 812 09	591 75	33 20	64 00	5, 914 80	5, 001 77	105 44	102 07		5 58	5, 914 80
Henry	13, 173 09	728 30	15 25	433 25	14, 343 12	14, 000 39	55 86	986 87			14, 343 12
Herricks	12, 358 92	749 30	156 35	600 70	13, 883 75	13, 452 09	135 78	977 30		16 58	13, 883 75
Jackson	7, 950 51	492 01	328 61	128 00	8, 554 53	8, 330 13	53 31	171 09			8, 554 53
Jasper	5, 926 99	356 61	318 46	38 00	6, 609 48	6, 157 93	54 00	125 67		151 63	6, 609 48
Jefferson	7, 976 49	483 60	10 00	494 70	8, 924 01	8, 285 00	97 00	179 89		125 13	8, 924 01
Jersey	6, 963 72	399 45		71 16	8, 534 40	8, 513 99	107 00	129 28	120 14		8, 534 40
Jo Davies	10, 731 14	650 00	945 30	697 80	13, 161 84	12, 700 00	70 66	959 19		128 00	13, 161 84
Johnson	1, 670 12	925 86		805 00	3, 370 38	3, 092 06	53 00	134 40		188 90	3, 370 38
Kane	11, 793 19	713 00		809 00	13, 401 51	12, 879 25	536 34	365 83		20 07	13, 401 51
Kankakee	9, 367 54	580 00		909 00	10, 983 53	9, 339 11	102 43	303 73		17 37	10, 983 53
Kendall	4, 658 39			16 00	4, 709 19	4, 567 05	32 94	91 30		18 51	4, 709 19
Knox	13, 044 48	760 86	70 50	147 00	14, 052 84	13, 581 05	161 80	261 04		98 95	14, 052 84
Lake	7, 590 45	490 00	71 35	59 00	8, 161 73	7, 889 09	71 35	161 00		40 59	8, 161 73
LaSalle											
Lawrence	5, 160 33	312 87	153 64	23 00	5, 761 61	5, 646 39	115 22	115 22			5, 761 61
Lee	10, 163 80	616 14		75 00	12, 521 97	10, 591 28	300 00	911 82		1, 418 87	12, 521 97
Livingston	14, 303 88				14, 303 88	13, 908 12		928 30		107 46	14, 303 88
Logan	8, 614 53	592 36		35 95	9, 374 50	9, 374 50	89 16	195 41		92 09	9, 374 50
Macon	9, 185 71	556 90	1, 403 58	374 50	11, 590 69	10, 747 75	43 24	989 70		439 90	11, 590 69
Macoupin	12, 596 40	763 66		495 35	13, 785 01	13, 820 00	170 77	973 71		110 53	13, 785 01
Madison	13, 698 40	999 77		398 73	14, 963 96	14, 600 73	65 76	967 77			14, 963 96
Marton	8, 629 83	511 07	131 15	583 80	9, 719 85	9, 448 44	10 00	186 41		75 00	9, 719 85
Marshall	6, 035 03	345 89		368 73	6, 769 66	6, 615 22	81 22	132 43			6, 769 66
Mason	6, 936 78	419 80			7, 346 74	6, 440 71	640 22	146 96		118 87	7, 346 74
Massac	3, 623 50	219 08		17 09	3, 606 18	3, 766 31		76 86		17 01	3, 606 18
McDonough	9, 917 48		15 00	202 50	10, 159 71	9, 714 22	88 76	198 95		151 48	10, 159 71
McHenry	8, 911 13	540 36	48 90	41 00	9, 655 84	9, 311 34	78 90	190 04		75 56	9, 655 84
McLean	18, 346 93	293 40			21, 418 73	20, 268 65	327 97	413 64		498 47	21, 418 73
Menard	4, 498 05	272 71	25 00		4, 795 76	4, 592 80	107 05	95 91			4, 795 76
Mercer	7, 070 96	498 69	100 00	40 00	7, 651 65	7, 373 37	115 00	161 46		2 82	7, 651 65
Monroe	5, 516 25	334 44		250 00	6, 100 69	5, 895 17	86 20	113 84		5 48	6, 100 69
Montgomery	9, 590 34	581 44	41 77	492 50	10, 756 45	10, 387 10	154 23	915 13			10, 756 45
Morgan	9, 725 84	590 65		408 50	10, 717 99	10, 406 94	96 70	914 35			10, 717 99
Monticello	4, 600 30	278 90		492 50	5, 070 66	4, 874 10	95 15	101 41			5, 070 66
Ogle	10, 411 09	631 90	783 60	135 95	12, 265 42	11, 528 53	194 87	967 77	128 77	215 46	12, 265 42
Peoria	14, 032 74	850 70		86 01	15, 088 34	14, 030 54	89 00	998 37		90 43	15, 088 34
Perry	5, 320 10	316 49	636 43	71 55	6, 373 57	6, 119 67	28 00	124 90			6, 373 57
Piatt	5, 154 50	312 51	552 88	247 50	6, 297 39	6, 001 97	20 00	153 00		95 43	6, 297 39
Pike	11, 818 72	716 54	105 56	795 82	13, 697 15	12, 856 35	79 85	383 95		377 00	13, 697 15
Pope	5, 016 41	304 14	5 50	85 00	5, 411 05	5, 213 39	90 44	108 92			5, 411 05
Pulaski	2, 612 14	158 86		45 00	2, 816 00	2, 700 00	40 00	55 00		91 00	2, 816 00
Putnam	2, 375 43	154 13	598 36	154 13	3, 455 71	3, 360 75	24 90	70 06			3, 455 71
Randolph	8, 137 74	492 36		38 18	8, 894 39	8, 511 05	138 99	174 35			8, 894 39
Rock Island	5, 935 92	537 25		65 00	6, 690 44	6, 167 97	13 35	208 59		164 63	6, 690 44
Rock Island	8, 005 63	539 99		715 88	10, 755 66	9, 941 72	290 35	208 59		315 27	10, 755 66
Saline	5, 549 30	336 46	635 59		6, 591 55	6, 146 56	219 48	135 43		96 10	6, 591 55
Sangamon	14, 673 90	889 54		136 70	15, 979 73	15, 000 00	379 08	318 55		275 10	15, 979 73

## BALANCE SHEET OF COUNTY SUPERINTENDENTS.

COUNTIES.	On hand Aug. 1, 1871.....	School tax (two mill).....	Interest on school, college and seminary fund.....	Interest on county fund....	Fines and forfeitures.....	Supervisors, swamp, overpayment and miscellaneous.....	Total amount received.....	Amount paid township treasurers.....	Amount paid for office expenses.....	Commissions retained.....	Paid for miscellaneous purposes.....	Amount on hand.....	Total.....
Schuyler.....	\$6,371 22		\$380 21		\$312 80		\$6,684 23	\$6,300 00	\$24 95	\$139 28		\$218 69	\$6,964 23
Scott.....	3,886 13		235 73		274 50		4,396 36	4,040 39	56 81	83 47			4,396 36
Shelby.....	10,748 07		651 63		119 50		11,519 30	11,294 23		224 97			11,519 30
Stark.....	3,980 15		231 60	\$51 22	523 65		4,636 62	4,465 01	69 34	99 05			4,636 62
St. Clair.....	15,453 98		936 90	142 24	1,031 80		17,567 98	17,076 95	68 10	462 10		20 83	17,567 98
Stephenson.....	10,705 15		649 03		1,495 03		12,849 21	12,350 81	101 46	253 06		144 88	12,849 21
Tazewell.....	10,144 91		615 06		95 00		10,832 26	10,568 90	76 20	217 28		67 88	10,832 26
Union.....	5,918 18		358 80		230 00		6,569 11	6,290 95	159 55	138 61			6,569 11
Vermilion.....	12,996 80		787 97	779 94	1,104 50		15,855 53	15,211 95	187 60	323 62		133 06	15,855 53
Wabash.....	3,985 19		199 17		45 00		3,596 75	3,464 45	18 10	70 58		43 62	3,596 75
Warren.....	8,197 08		497 03	124 36	146 00		8,975 36	8,669 86	126 00	179 50			8,975 36
Washington.....	7,720 22		468 06	64 20	194 00		8,446 48	8,208 90	68 63	168 93			8,446 48
Wayne.....	8,742 29		530 03	135 26	135 26		9,462 58	9,166 47	196 46	189 63			9,462 58
White.....	7,063 09		428 22	1,438 09	2,029 40		11,097 89	10,127 07	56 50	284 37		619 95	11,097 89
Whitehead.....	10,100 33		613 37		16 00		10,794 60	10,488 45		214 25		81 90	10,794 60
Will.....	14,506 93		879 53	63 50	817 81	\$177 95	16,445 72	15,960 04	183 50	322 18			16,445 72
Williamson.....	6,744 68		408 91	53 90	389 60		7,597 09	7,434 69	36 47	135 93			7,597 09
Winnebago.....	10,035 00			432 98	241 50		10,709 48	10,464 07	31 75	213 66			10,709 48
Woodford.....	7,775 83		471 43		148 30	70	8,407 36	8,207 07	33 80	167 49			8,407 36
	\$28,095 31	\$681,568 12	\$50,493 11	\$15,490 46	\$30,113 33	\$1,625 62	\$1,007,385 95	\$929,296 06	\$9,530 80	\$19,938 90	\$336 37	\$47,940 05	\$1,007,385 95

COUNTIES.	TOWNSHIPS.			INSTITUTES—AT-TENDANCE.				INSTITUTES—RECEIPTS, ETC.				INSTITUTES—EXPENSE.				MISCELLANEOUS.						
	Whole organized.	Total whole.	Fractional organized.	Fractional unorganized.	Total fractional.	Number held.	Number of days continued.	Number of instructors and lecturers.	Number of members attending.	County appropriation received.	Received from members.	Other sources.	Total received.	Paid instructors.	Paid other expenses.	Total paid account of Institutes.	Balance on hand for Institute work.	Number of teachers in Co. from normal university.	Pupils in normal university from county.	Amount of county fund....	Average rate of interest on county fund.....	
Adams.....	21	21	7	3	3	1	25	4	78	\$258 50		\$42 00	\$42 00	\$199 50	\$22 00	\$22 00	\$20 00	2	4	\$199 22 10	9.5	
Alexander.....	3	3	5	5	7	2	16	2	63	50	88 00	6 00	258 50	\$199 50	59 00	258 50	10 50	3	3	8,450 00		
Bond.....	6	6	3	3	3	1	4	4	40		25 00	5 00	30 00	25 00	5 00	30 00		2	7			
Boone.....	7	7	3	3	3	1	13	13	70				60 00	60 00		60 00		1	2			
Brown.....	23	23	2	2	2	6	13	3	11	60 00			60 00	60 00		60 00		1	2	6,323 56 10		
Bureau.....	11	11	2	13	13	1	3	10	70	50 00	31 00	55	81 55	31 00	50 55	81 55		1	1	15,087 37 10		
Calhoun.....	9	9	5	2	7	3	5	4	55				302 40	269 00	6 00	275 00	27 40	4	4	1,202 00 10		
Carroll.....	7	7	8	1	9	1	21	4	176	302 40	302 40		302 40	269 00				4	2			
Cass.....	24	24	11	1	12	1	7	6	300	100 00		15 00	100 00	70 00	6 00	76 00	24 00	2	2	516 74 10		
Champaign.....	17	17	7	6	8	3	13	24	103				18 00	18 00	18 00	18 00		2	2	919 90 10		
Christian.....	10	10	6	3	3	1	3	2	50	30 00		30 00	30 00	10 00	4 00	14 00	16 00		8	1,148 00 10		
Clark.....	19	19	3	11	11	1	10	7	74	108 50	90 00	18 50	108 50	85 00	23 50	108 50		1	6	1,349 38 10		
Clay.....	8	8	11	11	11	1	12	10	243	469 50			469 50	397 00	72 50	469 50		4	2	3,534 79 10		
Coles.....	23	23	9	1	10	2	8	8	92		67 00		67 00	50 00	10 50	60 50	6 50		2			
Cook.....	8	8	6	1	7	2	6	8	40		14 00	30 00	44 00	30 00		44 00		3	4			
Crawford.....	18	18	3	3	3	10	30			50 00			50 00		28 95	28 95	21 05	3	2			
Cumberland.....	11	11	3	3	3	3	5	5	52		56 00		56 00	50 00	6 00	56 00		1	5			
DeKalb.....	8	8	8	2	10	1	15	5	125	100 00	38 00		138 00	100 00	38 00	138 00		1	1	758 70 0		
DeWitt.....	9	9	1	10	10	2	14	2	63											90 00 10		
Douglas.....	7	7	19	12	12	2	6	3	35		2 92		2 92	30 90	2 17	2 17	75		6	760 00 10		
DuPage.....	3	3	13	3	3	2	5	2	35		32 00		32 00		2 00	32 00		1	3			
Edgar.....	13	13	4	4	4	5	36	5	93	60 00	3 75		63 75	25 00	4 75	29 75	34 00	3	3	994 00 10		
Edwards.....	18	18	4	5	5	2	7	2	45		7 00		27 00	25 00		27 00		3	5	616 00 10		
Elmhurst.....	11	11	5	4	4	1	14	69	25		16 00		16 00	25 00	14 90	14 90	1 10	3	2	860 00 10		
Fayette.....	8	8	4	4	4	1	7	2	45													
Franklin.....	26	26	2	2	2	3	5	4	25									3	3			
Fulton.....	8	8	3	3	3	2	5	4	68											1,692 00 10		
Gallatin.....	8	8	3	3	3	2	5	4	68													
Greene.....	15	15	2	2	2	1	5	5	4													

## County Statistics, 1872—Continued.

COUNTIES.	TOWNSHIPS.					INSTITUTES—AT-TENDANCE.			INSTITUTES—RECEIPTS, ETC.				INSTITUTES—EXPENSE.				MISCELLANEOUS.				
	Whole organized.	Total whole.	Fractional organized.	Fractional unorganized.	Total fractional.	Number held.	Number of days continued.	Number of instructors and lecturers.	Number of members attending.	County appropriation received.	Received from members.	Other sources.	Total received.	Paid instructors.	Paid other purposes.	Total paid account of Institutes.	Balance on hand for Institute work.	Number of teachers in Co. from normal university.	Pupils in normal university from county.	Amount of county fund.	Average rate of interest on county fund.
Grundy.....	11	11	2	6	2	2	5	1	70		\$20 00		\$20 00		\$20 00	\$20 00				\$396 50	10
Hamilton.....	9	9	6	8	6	1	4	2	33		29 00		29 00			13 00	\$16 00			2,303 37	10
Hancock.....	16	16	8	8	8	1	4	2	13		29 00		29 00			86 00	14 00			803 60	10
Hardin.....	1	1	1	1	1	1	3	6	35		29 00		29 00			229 55				437 00	10
Henderson.....	8	8	5	1	4	2	5	4	108	\$100 00	182 55		\$17 00	100 00		57 25			6	155 00	
Henry.....	20	20	4	4	4	2	3	15	130	50 00	100 00		100 00	100 00		35 00			3		
Iroquois.....	30	30	6	6	6	2	25	4	97		100 00		45 00	100 00					4		
Jackson.....	14	14	6	6	6	1	3	17	75	45 00				10 00					7	1,321 55	10
Jasper.....	9	9	11	11	11	5	3	45											2	941 52	10
Jefferson.....	16	16	6	6	6	3	3	40											5	250 00	8
Jersey.....	8	8	6	6	6	1	4	7	101	75 60		20 00	95 60	65 00		30 60			2	1,300 00	
Jo Daviess.....	8	8	16	16	16	1	4	15				11 00	11 00			5 00			3		
Johnson.....	9	9	9	9	9	1	4	20	200	50 00	29 50	50 00	129 50	35 00		90 00			5		
Kane.....	15	15				5	21	4	124	50 00		35 40	85 40	30 00		28 20			8	72,447 74	8
Kankakee.....	29	29				2	8	21	360		15 00		15 00			15 00			2	509 80	10
Kendall.....	9	9				2	12	6	117		23 50		23 50						4	953 37	10
Knox.....	20	20	8	8	8	2	12	6	117										2	2,844 45	10
Lake.....	8	8				1	5	6	50		160 00	15 00	15 00			15 00			2		
La Salle.....	7	7	8	8	8	1	3	8	210		284 00		284 00	88 00		71 70			7		
Lawrence.....	18	18	4	4	4	1	3	8	137		294 00		294 00	108 00		144 00			2		
Lee.....	30	30	9	9	9	2	13	6	137		46 65		46 65	96 00		30 65			5	36 00	10
Livingston.....	13	13	9	9	9	1	18	3	70	80 00	30 00	92 00	126 65	12 00		40 00			7	14,424 34	10
Logan.....	19	19	9	9	9	2	9	29	70		57 00		57 00	26 60		31 00			4		
Macon.....	24	24	8	8	8	1	10	6	30	50 00	25 00		75 00	40 00		15 00			3		
Macoupin.....	16	16	8	8	8	1	10	6	30		88 00		88 00	122 00		16 00			9	1,300 70	10
Madison.....	16	16	8	8	8	1	10	6	30	50 00	41 00		91 00	41 00					25		
Marion.....	18	18	4	4	4	2	14	5	179			6 00	56 00						4		
Marshall.....	12	12	9	9	9	1	3	7	29		41 00		41 00						3		
Mason.....	9	9	1	1	1	1	3	7	29										10		
Massac.....	3	3	7	7	7	2	10	14	145			5 00	5 00			5 00			1		
McDonough.....	11	11	2	6	2	2	5	1	70		\$20 00		\$20 00		\$20 00	\$20 00			3		





## County Statistics, 1872—Continued.

## EXAMINATIONS IN THE NATURAL SCIENCES.

## COUNTIES.

	Number of teachers examined.			Number successful.			Number unsuccessful.			Number of provisional certificates granted.			Number teaching under old certificates.		
	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.
Adams.....	40	47	87	25	38	63	15	9	24	23	11	34	82	94	176
Alexander.....	5	5	10	3	5	8	2	.....	.....	4	.....	.....	.....	.....	5
Bond.....	7	5	12	7	5	12	.....	.....	.....	19	3	22	33	13	46
Boone.....	4	21	25	3	12	15	1	9	10	10	9	19	3	17	20
Brown.....	8	4	12	5	4	9	3	3	6	19	4	23	.....	.....	23
Bureau.....	32	39	71	29	36	65	3	3	6	7	1	8	.....	.....	.....
Callahan.....	10	9	19	7	9	16	3	.....	.....	8	.....	.....	2	3	5
Carroll.....	9	14	23	5	10	15	4	4	8	.....	2	.....	.....	.....	.....
Cass.....	13	30	43	7	10	17	.....	.....	.....	11	8	19	32	17	49
Champaign.....	57	82	139	50	62	112	7	20	27	13	3	17	24	38	62
Christian.....	60	46	106	60	46	106	.....	.....	.....	3	.....	.....	15	9	24
Clark.....	5	1	6	5	1	6	.....	.....	.....	11	.....	.....	40	20	60
Clay.....	4	3	7	4	3	7	.....	.....	.....	13	7	20	33	14	47
Clinton.....	14	3	17	13	3	16	1	.....	.....	18	3	21	23	11	33
Coles.....	33	23	56	30	23	53	3	4	7	11	.....	.....	13	10	23
Cook.....	70	151	221	61	125	186	9	26	35	7	6	13	40	25	65
Crawford.....	6	4	10	6	4	10	.....	.....	.....	6	4	10	.....	.....	.....
Cumberland.....	39	29	68	36	19	55	2	10	13	6	3	9	.....	.....	.....
DeKalb.....	5	11	16	3	5	8	3	6	9	1	1	2	54	171	225
DeWitt.....	10	14	24	10	4	14	.....	.....	.....	15	5	20	.....	.....	.....
Douglas.....	26	24	50	23	21	44	4	2	6	7	4	11	21	17	38
DuPage.....	43	44	87	30	19	49	23	25	48	9	5	14	18	15	33
Edgar.....	26	41	67	25	39	64	1	2	3	.....	.....	.....	41	34	75
Edwards.....	6	3	9	6	3	9	.....	.....	.....	1	.....	.....	9	8	17
Edinburgh.....	10	10	20	10	9	19	.....	.....	.....	18	2	20	8	7	15
Fayette.....	10	8	18	7	5	12	3	3	6	7	8	15	38	44	82
Ford.....	16	19	35	10	12	22	6	7	13	7	5	12	3	11	14
Franklin.....	3	3	6	3	3	6	.....	.....	.....	25	5	30	25	9	37
Fulton.....	60	30	90	54	27	81	6	3	9	8	3	11	75	83	158
Gallatin.....	3	1	4	3	1	4	.....	.....	.....	3	3	6	43	21	64
Greene.....	36	29	65	28	15	43	8	5	13	13	4	17	.....	.....	.....
Grundy.....	5	8	13	5	8	13	.....	.....	.....	1	.....	.....	44	6	50
Hamilton.....	3	3	6	3	3	6	.....	.....	.....	1	.....	.....	10	11	21
Hancock.....	40	32	72	37	27	64	3	8	11	9	8	17	86	25	111
Hardin.....	3	6	9	3	6	9	1	3	4	.....	1	.....	14	7	21
Hardy.....	12	6	18	12	6	18	.....	.....	.....	10	3	13	10	17	27
Henry.....	14	21	35	7	14	21	7	7	14	34	41	75	47	101	148
Iroquois.....	11	19	30	10	19	29	1	1	2	10	1	11	96	169	185
Jackson.....	13	18	31	9	14	23	3	4	7	24	7	31	.....	.....	.....
Jasper.....	10	3	13	8	3	11	2	.....	.....	13	3	16	33	27	60

	7	4	11	5	4	9	2	2	21	31	64	64	64
Jefferson.....	No report.												64
Jersey.....	29	31	50	29	21	50			4	13	35	45	80
Jo Davies.....	8	2	10	8	2	2			2	2	37	108	37
Johnson.....	4	90	94	4	16	20	4		2	11	45		153
Kane.....	8	10	18	8	9	17	1		8	10			
Kankakee.....	11	4	15	9	3	12	1		2	7	17	44	61
Kendall.....	31	44	75	13	31	49	13		2	6	48	119	167
Knox.....	5	1	6	5	1	6			5	19	26	76	102
Lake.....													
LaSalle.....	No report.												28
Lawrence.....	9	10	19	9	8	17	2		15	21	20	8	
Lee.....	24	46	70	5	9	14	27		8	15			197
Livingston.....	29	49	78	16	28	44	21		6	14	36	161	
Livermore.....	20	31	55	17	36	43	5		18	24	39	11	58
Logan.....	48	57	85	44	33	77	4		8	12	30	41	41
Macon.....	15	8	33	15	8	23			13	20	65	54	119
Macoupin.....	No report.												
Madison.....	23	39	62	11	25	36	14		9	21	40	20	60
Marion.....	39	31	63	28	22	44	10		6	8	14	24	48
Marshall.....	17	17	39	10	15	25	2		11	13	25	50	75
Mason.....	6	6	13	3	5	8	1		8	12	12	4	16
Massac.....	41	19	60	34	15	49	7		11	7	18	30	90
McDonough.....	4		4	4		4				2			
McHenry.....	77	77	154	58	65	123	19		17	19	153	158	311
McLean.....	7	7	91	13	7	20	1		6	19	94	24	48
Menard.....	24	26	51	18	22	40	4			12			75
Mercer.....	37	16	53	34	16	50	3			4			
Monroe.....	36	48	84	30	46	78	6		6	3			
Montgomery.....	13	6	18	5	3	7	3		17	46	18	92	40
Morgan.....	28	21	49	18	18	42	4		30	22	8	14	53
Moultrie.....	70	115	185	62	96	138	19		18	13	28	16	11
Ogle.....	7	10	17	7	96	138	8		7	5			44
Peoria.....	1		1	1		17			16	9	33	30	110
Perry.....	29	21	50	21	17	38	4		4	9	15	23	63
Pike.....	30	13	43	21	32	32	9		13	11	24	15	83
Pope.....	45	21	66	20	18	38	17		11	16	50	63	114
Putnam.....	19	6	18	4	2	6	4		13	4	3	8	3
Putnam.....	4	11	15	2	10	13	9		2	1	10	5	18
Randolph.....	22	10	32	18	7	25	4		2	3	66	56	122
Richardson.....	7	4	11	6	4	10	1		4	7	46	22	68
Rock Island.....	21	29	50	13	20	33	9		6	10	4		117
Saline.....									11	5			41
Sangamon.....	23	20	43	11	8	19	12		3	20	93	37	130
Schuyler.....	33	34	57	17	13	30	11		12	8	90	130	330
Scott.....	22	11	33	5	5	10	6		15	9	27	90	47
Shelby.....	No report.								8	23			
Shelby.....	4	1	5	2		2	1		2	2			124
St. Clair.....	45	23	67	39	15	54	6		1	2	82	54	136
Stephenson.....	27	16	43	25	15	40	7		8	2	19	80	194
Tazewell.....	20	18	38	20	18	38	1		2	3	16	31	47
Union.....	10	5	15	6	3	9	2		14	23	19	8	97

## County Statistics, 1872—Continued.

## EXAMINATIONS IN THE NATURAL SCIENCES.

COUNTY.	Number of teachers examined.			Number successful.			Number unsuccessful.			Number of provisional certificates granted.			Number teaching under old certificates.		
	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.	Males.	Female.	Total.
Vermilion	18	28	46	11	17	28	7	11	18	14	9	23	.....	.....	75
Wabash	2	1	3	2	1	3	.....	.....	.....	25	14	39	2	2	4
Warren	51	47	98	38	36	74	13	11	24	6	6	12	49	45	94
Washington	.....	2	2	.....	2	2	.....	.....	.....	23	13	35	37	11	48
Wayne	91	17	38	17	8	25	4	9	13	17	15	32	30	26	56
White	11	4	15	9	3	12	.....	.....	.....	95	10	35	45	21	62
White	91	41	62	19	37	56	2	4	6	12	15	27	45	130	175
White	13	15	28	13	15	28	.....	.....	.....	4	10	14	76	270	346
Williamson	9	12	21	9	9	18	.....	.....	.....	16	4	20	41	12	53
Winnebago	13	34	47	11	21	32	2	3	5	7	8	15	20	53	73
Woodford	20	21	41	20	21	41	.....	.....	.....	10	4	14	67	121	188
	1,987	1,984	3,973	1,537	1,557	3,114	494	435	859	1,018	566	1,588	2,886	3,975	6,733

## County Statistics, 1872—Continued.

REPORT OF THOSE BETWEEN TWELVE AND TWENTY-ONE UNABLE TO READ AND WRITE, AND CAUSES THEREFOR.

COUNTIES.	Indigence	Feeble health	Unsoundness of mind	Schools inaccessible	Neglect of parents or guardians	Truancy	Colored	Mutes	Blindness—total or partial	Foreign	Impediment of speech	Deafness	Intemperance of parents	Unknown	Males	Females	Total
Adams	1	3	2	3	40		2	1							40	12	52
Alexander		4	2	3	129		66		1						119	86	205
Bond	1	3	2	7	32				1						19	27	46
Boone					5					1					3	3	6
Brown					26	7								1	23	13	36
Bureau		1	3		1										3	3	6
Calhoun				6	14										11	9	20
Carroll		2	2		13										2	2	4
Cass		1	1	11	19			3							10	4	14
Champaign															15	13	28
Cristian					31			1							18	18	36
Clark		4	11	3	63				4						27	27	54
Clay	2	3	1	10	16										46	33	79
Clinton	1	2	1	1	22	1									9	12	21
Coles		2	12	31	61	33		5		24	1				19	9	28
Cook	62	9	5	5	61									25	137	125	262
Crawford		1	2	4	3							1			56	37	93
Cumberland				2	40										92	24	46
DeKalb	1		7		3										3	1	10
DeWitt															6	5	11
Douglas		10	12	1	31				2						26	30	56
DuPage		1	1	11	8	4								1	14	11	25
Edgar		1	5	8	31	4		1						5	35	20	55
Edwards		1	1	10	25		3		1						18	18	41
Effingham	1	0	1	3	9	9		3	1						10	8	18
Fayette		2	2		46					1					18	34	52
Ford					1										1	1	2
Franklin	40	42	4	14	305	19				4					220	204	424
Fulton	2	3	3		27										30	13	43
Gallatin	3	10	2	8	142					5					103	68	171
Greene			2	24	48										34	34	68

## County Statistics, 1872—Continued.

REPORT OF THOSE BETWEEN TWELVE AND TWENTY-ONE UNABLE TO READ AND WRITE, AND CAUSES THEREFOR.

	Indigence	Feeble health	Unsoundness of mind	Schools inaccessible	Neglect of parents or guardians	Truancy	Colored	Mutes	Blindness—total or partial	Foreign	Impediment of speech	Deafness	Intemperance of parents	Unknown	Males	Females	Total
Grundy	32	17	3	2	228			1	13					1	1	4	5
Hamilton	3		2	1	4	1		2						118	328	176	414
Hancock			1	1	104		1					1		4	9	4	13
Hardin															58	50	108
Henderson				1	5										5	1	6
Henry	1	3	6		15	1									19	7	26
Iroquois			4	3	54	23									48	35	83
Jackson	2	5	3	35	118	6	73		1					43	166	190	256
Jasper																	
Jefferson	44	7	3	30	127	3	1		6						130	91	221
Jersey	1	5	1	4	21										18	14	32
Jo Daviess			6	4	5	4									23	4	27
Johnson	18	7			171	11	4								115	96	211
Kane				5	14	8		1							14	14	28
Kankakee			4	2	42	5			1			3			34	23	57
Kendall	6	1													5	4	9
Knox	1		1	9													11
Lake																	
LaSalle																	
Lawrence		3	5		34	1			2						26	19	45
Lee	1	2	1	2	26	2								1	18	17	35
Livingston			3		21										17	7	24
Logan	11	1	2	9	13	3	2								21	13	34
Macon		4	1	3	11	3				1					10	16	26
Macoupin		3	3	16	60		3	1	4						72	23	105
Madison	13	5	3	5	11		4								31	15	46
Marion	22	1	3	5	43		3	2	3					1	30	48	85
Marshall	11	7	6	9	10	2									10	6	16
Mason		1	3														
Massac			11	3	40									89	71	61	152
McDonough	9																
No report.																	

COUNTIES.

McHenry	No report.	447	300	278	453	4175	171	388	25	82	43	2	5	1	447	3409	3307	6753
McLean	.....	.....	2	.....	.....	15	3	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
Menard	.....	.....	.....	.....	.....	8	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montgomery	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morgan	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moultrie	.....	.....	.....	.....	.....	7	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Moultrie	.....	.....	.....	.....	.....	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ogle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peoria	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Platt	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pike	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pope	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	.....	.....	2	19	9	33	370	.....	.....	.....	.....	.....	.....	.....	.....
Putnam	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Randolph	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock Island	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saline	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sangamon	.....	.....	.....	.....	.....	10	14	6	28	114	.....	.....	.....	.....	.....	.....	.....	.....
Sangamon	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Schuyler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelby	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelby	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stark	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Clair	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stephenson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tazewell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermilion	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wabash	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wayne	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whiteside	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Will	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Williamson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Winnebago	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....



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# STATISTICS BY TOWNSHIPS.

1872.

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## ADAMS

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts...	Number of districts having schools 6 months or more...	Number of districts having debts.....
1 N., R. 5 W.....	677	8	1,232	496	8	7	8	7	2
1 6 .....	690	9	1,276	296	5	11	12	12	2
1 7 .....	558	9	1,388	681	6	7	9	9	2
1 8 .....	723	8	1,414	549	11	3	8	8	2
1 9 .....	173	2	328	84	3	1	2	2	3
2 5 .....	445	7	1,265	322	7	6	7	7	3
2 6 .....	428	7	1,160	400	10	7	7	7	5
2 7 .....	478	10	1,474	378	11	3	11	10	3
2 8 .....	501	11	1,365	410	10	6	11	11	1
2 9 .....	235	4	591	163	3	3	3	3	3
1 S., R. 5 W.....	434	7	1,114	277	5	12	8	7	1
1 6 .....	284	9	1,147	279	6	7	9	9	1
1 7 .....	525	10	1,474	378	11	3	6	10	3
1 8 .....	510	6	880	286	3	4	6	6	3
1 9 .....	216	2	337	115	2	2	2	2	5
2 5 .....	473	7	1,023	1,348	5	9	8	7	8
2 6 .....	794	9	1,260	436	5	10	9	8	2
2 7 .....	474	7	1,436	375	4	7	7	7	9
2 8 .....	588	9	1,452	380	7	4	9	9	1
2 9 .....	110						1		2
3 5 .....	251	8	1,107	367	2	11	8	8	3
3 6 .....	589	10	1,371	488	11	7	10	10	1
3 7 .....	616	13	1,190	510	8	10	13	7	6
3 8 .....	395	6	1,052	360	7	4	6	6	10
City of Quincy.....		10			3	42	10		
Total.....	11,167	190	25,336	9,707	153	186	190	182	44

## ALEXANDER

14 S., R. 1 W.....	140	2	221	125	1	1	2	1	1
14 2 .....	189	3	371	170	1	3	3	3	2
14 3 .....	301	3	392	177	3		3	3	1
14 4 .....	49	1	127	30	1		1	1	1
15 2 .....	228	4	480	150	3	2	4	4	1
15 3 .....	297	4	544	161	2	2	4	4	3
16 2 .....	181	3	389	90	5	1	3	3	
16 3 .....	58	1	132	37		1	1	1	1
17 1 .....	1,974	1	199	819	2	16	1	1	1
17 2 .....	64	1	177	14	1	2	1	1	1
Total.....	3,480	23	3,032	1,773	19	26	23	22	12

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,050	\$1,517	\$4,710	\$468	\$1,157	\$2,430	\$6,237	\$3,649	\$100	\$715
2,105	556	10,596	587	2,871	2,627	11,152	8,919	180	783
1,630	190	3,891	135	1,336	1,263	4,081	2,897	163	600
2,333	608	8,104	356	280	3,907	8,711	6,024	226	601
780	77	813	45	40	535	890	389	70	431
1,616	705	4,661	149	886	1,649	5,366	3,212	198	557
1,378	1,022	4,031	-----	369	1,944	5,053	4,095	-----	615
1,293	206	3,358	75	163	2,002	3,564	2,604	83	586
1,374	791	3,059	178	461	1,971	3,850	2,606	140	573
43	194	1,712	56	420	854	7,906	1,195	2	620
2,638	363	2,113	183	1,086	342	2,477	1,750	180	546
1,880	845	2,031	192	867	771	2,876	1,557	123	479
2,696	574	2,894	175	944	1,205	3,467	1,980	242	491
915	603	2,687	218	1,099	893	3,290	2,009	89	574
524	700	1,708	170	500	900	2,408	1,366	50	302
2,202	584	1,664	81	964	218	2,248	1,115	339	640
1,116	999	2,787	225	921	1,525	3,786	2,417	103	676
1,577	579	4,399	170	1,268	403	2,979	3,606	139	577
1,702	715	3,200	264	447	2,138	3,915	2,786	170	646
1,09	206	434	30	60	312	640	332	-----	171
2,345	213	2,639	173	1,682	522	2,852	1,944	230	571
1,604	771	3,221	-----	455	1,601	3,992	2,615	149	638
4,392	254	4,237	300	1,047	2,400	4,491	3,181	375	610
4,890	718	2,203	194	262	1,432	2,920	1,016	478	510
-----	3,766	41,182	4,977	19,485	3,500	44,948	27,686	-----	4,630
\$40,206	\$17,746	\$122,332	\$9,399	\$39,088	\$7,472	\$140,068	\$90,953	\$3,840	\$18,143

## COUNTY.

\$193	-----	\$306	\$513	\$304	\$37	\$21	\$577	\$35	\$405
368	\$62	824	1,347	69	1,039	55	1,227	120	370
494	120	1,038	1,869	1,010	-----	34	1,255	614	1,212
71	25	448	545	231	-----	15	545	-----	411
416	30	1,118	1,671	600	390	42	1,065	608	709
355	143	1,066	1,632	587	483	30	1,479	153	1,116
374	60	1,191	2,395	864	61	94	1,707	688	976
-----	38	1,158	1,422	-----	249	19	1,261	161	441
1,415	1,171	20,429	24,200	3,450	10,311	2,326	19,876	4,224	6,831
119	54	323	683	108	245	5	430	253	809
\$3,735	\$1,712	\$27,903	\$35,832	\$6,992	\$12,715	\$2,640	\$28,879	\$6,953	\$13,279

## BOND

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers..	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more..	Number of districts having debts.....
4 N., R. 2 W.....	387	6	852	963	5	3	5	5	4
5        2        .....	405	7	1,071	263	7	4	7	7	3
6        2        .....	636	9	1,133	584	9	2	9	9	6
7        2        .....	120	2	264	100	2	2	2	2	1
4        3        .....	538	7	970	538	6	1	5	5	1
5        3        .....	770	5	746	595	4	15	5	5	-----
6        3        .....	367	8	1,057	397	6	7	7	8	6
7        3        .....	133	4	528	145	4	2	4	4	1
4        4        .....	447	5	785	383	6	3	5	5	3
5        4        .....	397	7	944	302	8	3	7	7	4
6        4        .....	329	5	661	238	3	3	5	5	4
7        4        .....	138	3	460	126	2	2	3	3	2
5        5        .....	60	2	250	34	1	2	2	2	1
6        5        .....	112	2	264	76	1	3	2	2	-----
Total .....	4,839	72	9,985	4,144	64	50	71	71	36

## BOONE

Flora.....	408	11	1,540	452	6	17	11	10	3
Belvidere.....	1,299	11	1,859	879	7	27	11	10	5
Caledonia.....	472	11	1,936	447	10	13	11	10	4
Manchester.....	407	8	1,848	343	3	12	8	8	5
Spring.....	280	8	1,144	240	7	11	8	8	-----
Bonus.....	260	8	1,507	324	6	11	8	8	-----
Boone.....	554	10	1,474	409	9	14	10	10	4
LaRoy.....	329	8	1,210	413	5	11	8	8	2
Total .....	4,009	75	12,518	3,507	53	116	75	72	23

## BROWN

1 N., R. 2 W.....	193	2	261	183	3	2	2	2	1
1        3        .....	439	5	660	495	4	6	5	5	2
1        4        .....	480	5	750	480	5	4	5	5	2
1 S       1        .....	76	1	160	60	1	1	1	1	-----
1        2        .....	460	5	687	434	6	5	5	5	3
1        3        .....	1,098	7	1,340	915	7	7	7	7	-----
1        4        .....	630	8	1,220	608	10	5	8	8	4
2        2        .....	589	7	1,032	550	8	3	7	7	6
2        3        .....	453	6	721	547	4	4	6	5	3
2        4        .....	444	8	1,195	613	7	9	8	8	3
Total .....	4,862	54	8,026	4,885	55	46	54	53	24

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$5,929. 2,184 900 285 1,181 1,139 2,075 ..... 1,428 1,055 2,141 393 ..... \$18,684	\$310 42 353 220 ..... 781 152 31 ..... 179 180 206 286 286 ..... \$3,168	\$3,616 2,105 2,850 478 ..... 2,358 8,178 2,101 968 ..... 2,760 3,357 1,549 542 637 695 ..... \$32,393	\$56 110 70 ..... 90 609 93 24 ..... 169 123 30 12 35 22 ..... \$1,441	\$625 151 396 ..... 260 3,499 627 130 ..... 337 209 772 208 300 165 ..... \$7,680	\$1,194 1,708 1,790 360 ..... 1,810 2,894 1,146 670 ..... 1,485 1,393 573 230 266 177 ..... \$15,625	\$4,125 2,147 3,203 699 ..... 2,358 8,960 2,253 998 ..... 2,939 3,537 1,755 828 768 991 ..... \$35,561	\$2,290 1,040 2,161 483 ..... 1,569 4,763 1,160 619 ..... 1,901 1,656 800 541 307 714 ..... \$19,904	\$818 943 60 29 ..... 118 119 168 ..... 177 74 227 39 89 ..... \$2,161	\$534 553 765 179 642 825 522 216 613 572 486 161 72 121 ..... \$6,261

## COUNTY.

\$551 1,147 552 463 438 467 602 427 ..... \$4,658	\$80 118 189 207 102 92 236 294 ..... \$1,347	\$2,754 11,265 3,055 1,842 1,583 2,660 2,747 1,195 ..... \$27,849	\$4,944 19,740 4,117 2,761 3,172 3,367 5,513 2,944 ..... \$45,869	\$679 4,446 1,535 517 1,108 793 1,337 717 ..... \$11,131	\$1,158 7,585 1,019 1,007 929 698 1,282 984 ..... \$14,861	\$840 1,535 291 296 257 532 742 183 ..... \$4,676	\$4,322 18,119 3,933 2,549 2,606 2,775 5,041 2,037 ..... \$41,282	\$622 1,720 184 212 566 592 473 207 ..... \$4,586	\$899 1,647 1,617 2,056 1,465 1,062 2,361 3,237 ..... \$14,344
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## COUNTY.

\$161 513 539 122 512 837 641 576 548 512 ..... \$4,960	\$110 102 161 53 194 200 63 312 66 74 ..... \$1,334	\$316 805 863 191 1,496 2,515 2,063 2,893 1,721 689 ..... \$13,552	\$671 1,691 1,685 413 2,580 4,360 2,846 9,978 2,706 1,886 ..... \$29,017	\$500 695 1,080 200 839 1,820 1,563 1,459 541 1,011 ..... \$9,708	\$17 420 298 68 192 936 357 565 779 409 ..... \$4,041	\$51 211 104 12 39 732 285 113 156 73 ..... \$1,768	\$627 1,663 1,656 363 2,071 3,675 2,652 8,223 2,117 4,592 ..... \$24,640	\$44 228 103 50 509 685 194 1,756 589 294 ..... \$4,377	..... \$2,058 2,610 528 1,632 2,000 631 3,159 1,266 1,000 ..... \$14,885
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## BUREAU

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers...	Number of female teachers.	Number of school districts..	Number of districts having schools six months or more.	Number of districts having debts.....
Fairfield.....	170	7	760	242	5	10	7	7	4
Greenville.....	434	8	1,144	316	4	12	8	8	5
Walnut.....	446	9	1,251	363	8	8	9	9	3
Ohio.....	382	9	1,338	305	9	7	9	8	1
Lamoyille.....	468	9	1,907	402	10	18	12	12	3
Clarion.....	378	8	1,188	315	5	10	8	7	1
Gold.....	157	3	400	78	4	2	3	3	-----
Moline.....	262	10	1,489	243	7	12	10	10	4
Bureau.....	299	7	1,165	297	4	10	7	7	-----
Dover.....	475	9	1,540	428	8	12	9	9	-----
Berlin.....	459	8	1,562	313	7	8	8	8	1
Westfield.....	489	7	2,054	280	7	12	7	7	5
Mineral.....	372	9½	1,531	314	13	8	9½	9½	4
Concord.....	815	11	1,738	700	6	17	11	11	4
Wyanet.....	548	12	2,442	540	8	21	13	12	4
Princeton.....	1,440	10	3,782	1,067	6	16	10	9	5
Selby.....	431	7	1,209	331	6	7	7	7	2
Hall.....	398	9	2,054	281	7	6	9	9	3
Neponset.....	309	7	1,694	448	6	10	7	7	1
Macon.....	301	10	1,509	251	4	17	10	10	4
Indiantown.....	638	11	1,463	548	5	12	12	11	4
Arispe.....	387	10	1,138	300	5	20	10	10	3
Leopertown.....	95	2	308	130	1	3	2	2	-----
Milo.....	281	11	1,662	254	8	11	11	11	4
Wheatland.....	148	3	528	187	2	3	3	3	-----
Total.....	10,582	206½	36,256	8,933	155	272	211	206½	65

## CALHOUN

8 S., R. 2 W.....	193	2	226	217	2	-----	3	2	-----
8 3.....	375	5	750	230	3	4	5	5	5
8 4.....	31	1	124	31	1	1	1	1	-----
9 2.....	270	4	504	270	2	3	4	4	2
9 3.....	164	2	243	115	2	-----	2	2	2
10 2.....	135	2	315	106	2	-----	3	2	2
10 3.....	77	1	122	33	-----	1	1	1	-----
11 2.....	210	3	440	248	3	1	3	3	-----
12 2.....	409	5	725	229	3	2	5	5	1
13 1.....	229	2	312	166	2	-----	2	2	-----
13 2.....	243	3	335	102	1	2	3	2	1
Total.....	2,336	30	4,106	1,747	21	14	32	29	13

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received.....
\$4,133	\$866	\$2,385	\$336	\$716	\$743	\$3,251	\$2,158	\$561	\$356
1,805	146	4,187	184	1,157	1,211	4,333	3,801	150	388
1,853	587	4,163	257	1,695	1,096	4,751	3,641	107	587
1,596	1,082	3,262	444	1,080	1,222	4,344	2,694	157	475
1,770	638	5,613	502	1,531	2,199	6,251	4,416	173	511
2,081	1,162	3,386	253	1,286	1,182	4,548	2,915	208	467
490	115	1,681	900	180	600	1,796	1,200	49	297
1,484	336	4,411	295	1,264	1,215	4,747	4,227	84	436
1,048	828	2,849	266	1,486	643	3,676	2,605	31	444
1,348	1,011	4,027	95	1,071	1,103	5,038	3,325	131	532
1,640	1,348	5,565	273	1,344	2,174	6,913	4,398	511	157
8,059	1,221	6,906	1,998	1,528	1,829	8,127	4,008	875	561
2,095	1,074	4,595	108	969	1,839	5,669	3,234	106	445
2,994	3,494	8,892	605	3,216	3,010	12,386	6,980	468	779
4,650	590	7,702	652	2,389	1,457	8,291	6,190	451	604
1,600	2,620	21,532	2,900	5,378	1,681	24,152	14,573	215	1,350
1,446	1,285	3,737	249	1,557	1,623	5,022	2,594	87	561
2,800	1,250	2,903	212	1,032	1,001	4,153	2,766	280	557
1,250	1,450	6,315	245	3,264	1,900	7,965	5,492	155	568
1,127	1,351	4,230	385	1,808	452	5,581	3,726	121	408
2,782	85	2,690	297	1,503	425	2,774	1,290	281	579
2,710	4,209	16,214	1,076	2,816	409	20,423	14,658	179	546
.....	63	2,033	337	673	172	2,096	994	90	208
1,146	1,994	2,939	214	1,509	880	4,933	2,264	114	414
1,586	322	1,203	160	560	320	1,525	989	79	195
\$53,494	\$29,128	133,617	\$10,964	\$40,852	\$30,384	\$162,746	\$105,138	\$5,633	\$12,419

## COUNTY.

\$337	\$30	\$913	\$1,297	\$538	.....	\$41	\$1,114	\$183	\$1,209
586	75	1,238	2,184	1,026	\$563	108	1,979	205	1,102
170	57	19	441	200	60	15	280	162	539
472	82	1,149	1,863	452	708	160	1,351	512	902
298	20	549	957	710	.....	18	957	.....	136
309	83	1,392	2,078	1,060	209	82	1,549	529	1,054
136	.....	481	649	14	354	15	406	244	.....
422	47	796	1,452	568	320	88	1,038	414	548
579	153	1,208	2,450	1,213	530	111	2,185	266	1,224
298	75	427	1,093	705	.....	77	1,042	51	912
455	76	688	1,576	255	632	151	4,267	308	906
\$4,062	\$699	\$8,859	\$16,041	\$6,741	\$3,436	\$885	\$13,167	\$2,873	\$8,532

## CARROLL

Name or number of the township.	Number of persons between 6 and 31.....	Number of schools .....	Number of days school in session.....	Number of scholars.....	Number of male teachers ...	Number of female teachers..	Number of school districts ...	Number of districts having schools 6 months or more ..	Number of districts having debts.....
Cherry Grove.....	339	7	1,044	371	7	7	7	7	1
Kirkhorn Grove.....	215	6	953	228	5	8	6	6	6
Fair Haven.....	460	9	1,342	448	6	12	9	9	1
Freedom.....	280	6	1,125	268	4	8	7	7	1
Lima.....	175	6	885	161	7	6	6	6	1
Mt. Carroll.....	751	10	1,573	730	7	15	11	9	4
Rock Creek.....	637	9	1,436	603	8	14	9	9	2
Salem.....	499	10	1,412	433	6	9	10	10	1
Savanna.....	468	4	598	395	2	11	2	2	1
Shannon.....	404	5	800	475	4	9	5	5	1
Washington.....	226	6	927	161	4	8	4	4	3
Woodland.....	463	9	1,562	550	11	13	10	9	2
Wysox.....	463	13	2,087	444	15	13	13	13	4
York.....	526	10	1,729	435	5	21	10	10	7
Total.....	5,808	70	17,413	5,702	91	154	109	106	32

## CASS

17 N., R. 8 W.....	217	5	724	196	3	3	4	4	1
18 8.....	165	4	604	105	6	2	4	4	1
19 8.....	88	1	189	41	1	1	1	1	1
17 9.....	239	5	1,075	247	5	4	5	5	2
18 9.....	244	9	1,335	436	8	4	9	9	2
19 9.....	250	3	420	74	3	2	3	3	1
17 10.....	554	6	2,940	521	9	8	7	6	5
18 10.....	266	5	910	238	5	3	7	7	1
19 10.....	10								
17 11.....	332	7	1,056	268	2	5	7	7	2
18 11.....	350	7	924	269	5	2	6	6	2
19 11.....	58	2	264	40		2	1	1	1
17 12.....	255	5	679	179	5	1	5	4	1
18 12.....	1,090	3	1,716	439	1	9	1	1	1
17 13.....	61	1	190	68	2		1	1	1
Total.....	4,209	63	13,026	3,121	55	45	61	50	17

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,356	\$1,282	\$4,277	\$352	\$1,091	\$1,441	\$5,559	\$3,197	\$306	\$506
8,599	258	1,431	97	521	629	1,689	721	423	307
5,573	281	3,648	189	1,372	1,024	3,999	1,989	619	615
800	318	1,960	190	818	747	2,296	1,039	105	419
6,192	1,449	1,449	80	351	836	1,456	641	268	267
5,000	8,947	8,947	249	2,820	2,033	10,053	8,234	454	790
10,162	1,106	10,174	1,530	2,456	2,110	12,323	7,614	1,009	738
2,000	2,058	3,139	480	10	990	3,827	2,616	217	628
2,009	49	6,579	555	1,799	1,196	6,628	5,404	122	589
7,720	677	5,182	710	1,658	1,851	5,859	3,765	681	493
4,032	212	1,355	140	476	563	1,567	497	247	390
3,206	823	2,772	171	814	1,449	3,595	1,578	543	496
5,509	1,003	4,494	445	1,032	1,802	5,496	2,977	576	576
4,760	1,032	5,624	437	2,622	785	6,656	4,609	734	715
\$66,918	\$9,795	\$61,049	\$6,325	\$18,729	\$17,451	\$70,843	\$44,880	\$6,204	\$7,450

## COUNTY.

\$7,671	\$1,094	\$3,799	\$266	\$1,963	\$1,436	\$4,892	\$3,165	\$349	\$267
714	396	1,310	107	50	900	1,635	1,251	119	226
1,156	436	436	28	141	257	436	220	67	149
7,225	734	4,159	171	844	1,712	4,893	2,659	950	350
1,614	329	2,297	325	500	950	2,626	1,731	160	501
1,968	559	1,583	127	430	977	2,142	1,714	100	267
2,628	554	5,590	707	1,515	2,747	6,144	5,000	183	597
1,669	609	2,276	115	955	973	2,885	1,952	171	403
1,479	37	37	18	18	18	37	4	4	81
2,710	1,106	2,101	95	1,440	510	3,206	2,236	210	455
2,952	150	2,129	56	300	1,410	2,979	1,137	145	429
1,341	20	514	38	402	533	533	229	142	141
2,064	539	1,922	151	210	1,319	2,461	1,425	206	352
5,890	702	6,034	649	4,068	1,040	6,736	2,000	433	678
100	25	785	30	510	810	810	561	10	124
\$40,502	\$6,746	\$34,971	\$2,864	\$12,136	\$14,759	\$41,716	\$25,280	\$3,247	\$5,166



## CHAMPAIGN

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number male teachers.....	Number female teachers.....	Number school districts.....	Number of districts having schools 6 months or more.....	Number of districts having debts.....
17 N., R. 7 E.....	437	7	1,000	437	7	3	7	7	2
18 7.....	269	7	1,020	821	4	9	7	7	6
19 7.....	267	5	739	180	5	5	6	5	2
20 7.....	460	7	1,482	460	4	9	7	7	1
21 7.....	361	8	1,183	274	6	9	8	3	4
22 7.....	207	5	407	407	5	2	6	3	4
17 8.....	471	9	1,638	484	8	8	9	9	1
18 8.....	492	9	1,552	424	7	4	9	9	3
19 8.....	1,234	7	1,172	908	7	16	8	7	5
20 8.....	240	6	863	155	4	8	6	7	1
21 8.....	271	7	1,014	243	5	8	7	7	3
22 8.....	222	7	660	82	8	4	7	6	3
17 9.....	364	8	1,397	257	9	6	9	8	6
18 9.....	405	9	1,458	292	7	10	10	8	6
19 9.....	2,158	10	1,530	1,315	15	24	11	9	4
20 9.....	425	8	1,273	330	8	9	8	8	2
21 9.....	735	8	1,280	735	4	5	8	7	3
22 9.....	316	6	1,170	299	3	9	6	6	3
17 10.....	68	4	550	91	3	4	4	4	2
18 10.....	596	8	1,434	425	6	9	9	8	5
19 10.....	403	11	1,430	400	6	7	11	11	3
20 10.....	236	7	887	236	4	10	8	7	7
21 10.....	262	6	782	150	5	7	8	5	1
22 10.....	292	7	1,298	250	5	6	7	7	.....
17 11.....	34	3	461	26	2	3	3	3	.....
18 11.....	55	2	126	55	2	2	2	2	1
19 11.....	20	1	180	18	1	2	1	1	.....
20 11.....	30	1	126	30	1	1	2	1	1
21 11.....	26	1	120	5	1	.....	1	1	.....
17 14 W.....	31	1	78	10	.....	1	2	.....	1
18 14.....	496	4	648	338	3	6	4	4	.....
19 14.....	148	3	444	223	3	2	3	.....	2
20 14.....	153	3	389	113	1	5	3	3	3
21 14.....	140	5	563	138	4	2	6	4	3
22 14.....	89	3	396	90	1	5	3	3	.....
Total.....	12,413	203	30,750	10,701	164	220	216	191	88

## CHRISTIAN

12 N., R. 4 W.....	116	3	443	130	2	3	3	3	3
11 1.....	247	5	874	284	5	4	5	5	2
13 3.....	159	5	640	202	4	2	5	5	4
12 1 E.....	479	5	1,040	442	4	6	6	5	1
13 1.....	227	6	836	192	4	2	7	6	2
11 2 W.....	331	4	601	210	6	3	4	4	.....
13 4.....	120	3	394	119	4	.....	3	3	5
12 3.....	340	5	780	373	5	2	5	5	1
14 1 E.....	166	3	442	112	1	2	8	3	.....
15 3 W.....	56	2	244	58	3	.....	2	2	4
11 3.....	310	7	765	202	4	3	7	7	.....
13 2.....	536	6	1,270	318	6	4	7	6	.....
14 4.....	21	2	121	9	2	6	2	2	5
14 3.....	415	6	789	300	8	2	6	6	5
11 1 E.....	1,204	8	1,584	831	9	8	8	8	2
14 1 W.....	284	5	678	315	8	9	7	5	1
12 2.....	334	6	820	476	6	8	6	6	2
11 4.....	86	2	256	65	1	6	3	2	5
12 1.....	419	9	1,222	329	11	11	9	9	2
16 1.....	153	3	372	141	3	8	3	3	2
14 2.....	343	8	1,078	293	12	.....	9	8	.....
13 1.....	249	6	791	.....	3	7	6	6	3
15 1.....	432	8	1,008	309	7	1	9	8	4
15 2.....	480	8	960	290	7	1	8	8	7
Total.....	7,258	125	18,008	6,110	125	80	127	125	60

## COUNTY.

Amount of township fund	Balance on hand	Total expenses	Amount paid for fuel and incidental expenses	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances	Amount of district tax	Amount of interest on township fund	Amount of state and county funds received
2,388	\$149	2,523	155	\$375	\$1,631	\$2,671	\$1,980	\$141	\$448
5,288	1,269	2,235	320	961	635	3,504	2,491	317	315
5,570	473	1,844	157	745	667	2,317	1,389	557	364
2,867	517	5,980	495	1,260	2,550	6,495	4,243	103	550
3,010	143	2,586	320	775	1,077	2,728	2,168	145	408
3,875	509	2,326	60	196	664	2,835	2,082	436	311
11,403	2,101	4,265	471	954	1,633	6,366	2,588	1,660	499
7,316	2,001	5,993	451	1,983	2,184	7,984	4,535	776	569
6,493	8,917	25,972	2,781	4,264	2,019	34,890	15,920	750	1,034
2,908	529	2,051	105	1,034	621	2,581	1,084	422	344
1,500	898	4,815	243	1,043	967	5,663	3,400	155	370
2,150	664	1,376	280	882	2,240	2,240	.....	1,580	305
6,196	780	3,202	537	1,435	3,983	3,983	3,050	513	419
8,851	963	5,049	283	1,055	6,012	2,588	2,588	958	452
2,156	14,884	30,012	1,504	2,789	2,789	44,896	12,672	234	1,533
2,413	467	3,267	190	1,152	997	3,734	2,665	259	499
6,361	1,148	6,769	283	1,405	1,923	7,917	4,611	621	623
7,156	1,006	4,427	810	1,275	807	5,432	3,628	404	404
10,000	534	3,444	60	339	814	3,978	836	1,017	265
3,795	551	7,371	476	1,220	1,726	7,922	5,174	558	613
1,566	1,418	3,790	227	1,350	1,485	5,208	4,179	161	705
3,750	.....	3,545	860	803	540	3,545	2,335	260	380
8,690	2,628	1,265	63	517	490	3,293	2,276	641	324
5,635	1,187	3,090	256	1,062	930	4,277	2,671	422	363
720	108	142	.....	23	116	250	47	72	60
741	203	842	276	101	305	1,045	885	67	92
3,320	17	298	39	172	78	314	.....	275	38
4,507	247	229	16	31	114	477	151	275	36
3,474	907	76	20	.....	983	.....	.....	549	83
14,511	58	1,507	33	33	1,565	1,565	1,290	134	85
2,386	1,469	4,009	430	1,201	1,357	5,477	3,363	149	451
2,408	521	1,127	50	120	622	1,648	966	107	245
7,390	478	987	317	317	278	1,465	366	667	180
2,665	244	3,271	210	210	397	3,515	1,748	188	187
1,598	81	2,263	171	519	105	2,344	1,596	187	161
\$165,145	\$42,215	\$151,949	\$11,722	\$31,604	\$33,532	\$200,164	\$98,975	\$16,192	\$13,707

## COUNTY.

\$175	\$732	\$770	\$1,691	\$232	\$390	\$215	\$1,324	\$83	\$7,324
412	877	3,034	6,574	2,027	1,050	605	4,794	1,781	10,968
354	152	870	1,835	994	315	73	1,562	274	1,382
485	771	5,708	11,659	1,600	1,600	200	10,628	756	9,640
391	383	836	2,390	903	305	226	2,219	.....	2,900
412	101	942	2,014	1,050	195	.....	1,628	186	1,007
190	.....	1,035	1,707	1,106	.....	104	1,417	345	.....
513	140	2,449	3,793	1,623	330	246	3,794	.....	1,800
208	.....	820	1,265	274	697	15	1,223	42	.....
231	302	.....	1,384	706	.....	26	1,307	77	.....
372	1,393	1,236	4,686	1,372	436	76	3,297	1,389	9,832
669	38	6,422	7,129	2,410	1,220	543	7,004	125	1,231
59	.....	182	.....	.....	.....	.....	.....	.....	.....
478	326	2,239	3,474	2,284	300	151	3,026	448	2,355
4,069	200	27,130	28,704	3,260	4,173	1,710	27,745	959	3,000
364	470	1,380	2,824	1,300	101	59	2,447	591	4,224
430	76	1,619	2,058	1,348	344	406	2,154	807	948
143	536	900	1,650	315	225	71	1,502	148	.....
444	126	2,632	4,081	2,609	60	173	3,801	280	1,350
198	66	933	1,490	974	.....	60	1,204	65	.....
419	435	3,350	4,646	2,276	.....	210	3,728	918	3,290
346	107	1,693	2,146	140	1,320	192	2,146	.....	1,068
494	112	2,342	3,016	2,164	241	63	2,919	97	1,200
534	49	2,868	3,452	1,858	225	1,205	3,394	59	1,107
\$9,309	\$7,373	\$71,067	\$104,783	\$32,819	\$13,538	\$6,630	\$95,233	\$9,550	\$64,546

## CLARK

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers..	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts.....
8 N., R. 11 W.....	100	1	140	85	2	.....	1	6	1
9 11.....	300	6	809	251	8	8	6	6	.....
9 12.....	497	7	854	327	8	4	7	7	4
9 13.....	385	7	861	295	7	6	7	7	5
9 14.....	349	5	660	325	5	3	5	5	1
10 11.....	414	4	496	275	3	2	4	4	1
10 12.....	439	5	660	300	5	3	5	5	.....
10 13.....	561	4	508	522	6	3	4	4	3
10 14.....	684	8	946	437	8	6	8	8	2
11 10.....	247	3	333	243	3	1	3	3	3
11 11.....	545	8	1,076	357	6	6	8	8	1
11 12.....	985	14	1,732	749	11	7	9	9	4
11 13.....	470	7	922	443	10	5	7	7	3
11 14.....	401	5	608	290	5	9	6	5	2
12 10.....	71	1	125	53	.....	1	1	1	1
12 11.....	254	3	390	355	1	4	3	3	1
12 12.....	261	3	360	265	1	2	3	3	1
12 13.....	236	3	402	200	1	3	3	3	1
12 14.....	419	3	396	274	3	5	3	3	.....
Total .....	7,550	97	12,276	6,046	90	70	93	92	34

## CLAY

2 N., R. 5 E.....	439	5	867	867	3	4	5	5	.....
3 5.....	432	5	765	294	3	3	5	5	1
4 5.....	548	7	922	356	6	1	7	7	3
5 5.....	418	8	1,099	347	6	3	8	8	3
2 6.....	183	3	340	622	2	1	3	3	1
3 6.....	827	10	1,320	821	7	10	10	9	5
4 6.....	383	8	1,015	377	5	4	8	8	2
5 6.....	298	5	610	216	6	1	5	5	2
2 7.....	140	2	261	118	1	1	2	2	1
3 7.....	305	6	814	290	7	6	6	6	3
4 7.....	490	8	1,040	420	8	2	8	8	6
5 7.....	390	5	654	293	5	3	5	5	5
2 8.....	172	3	390	133	3	1	1	1	1
3 8.....	351	3	366	352	3	1	3	3	1
4 8.....	458	6	776	246	4	4	6	5	4
5 8.....	151	2	271	93	2	2	2	2	1
Total .....	5,985	86	11,510	5,845	75	47	84	82	39

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers.	Total receipts including balances .....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,408	\$38	\$124	\$107	\$471	\$123	\$162	\$980	\$47	\$100
3,569	299	1,539	104	176	742	1,838	1,035	313	391
787	114	1,970	195	143	1,297	2,084	816	56	496
1,089	150	1,278	93	410	812	1,498	523	109	478
1,545	35	1,148	45	200	779	1,182	544	86	459
1,178	31	1,104	60	297	519	1,135	578	76	421
1,421	84	1,214	146	359	909	1,298	3,743	60	491
1,644	24	5,533	229	66	981	5,557	3,903	132	596
1,437	344	4,692	66	633	1,421	5,006	823	166	555
630	12	1,192	140	1,289	1,134	1,134	1,246	63	240
1,941	729	2,272	343	339	3,001	3,001	5,572	462	550
787	69	6,765	87	90	2,123	6,834	665	98	890
2,609	177	1,360	66	215	879	1,537	744	292	483
945	32	1,448	19	581	1,072	1,479	169	94	431
1,263	177	2,175	63	401	96	2,352	1,540	46	373
2,561	217	834	61	391	326	1,052	694	181	309
915	267	579	30	766	140	839	280	12	252
	831	1,810	132		600	2,641	1,154		346
\$25,728	\$3,631	\$37,219	\$1,985	\$6,884	\$14,525	\$40,850	\$24,809	\$2,292	\$7,926

## COUNTY.

\$430	\$228	\$3,317	\$4,676	\$843	\$796	\$90	\$4,274	\$402	\$2,414
663	67	1,408	2,154	885	460	170	2,154	294	1,155
553	206	1,801	2,773	1,373	267	154	2,478	474	1,570
468	215	1,997	2,974	964	693	214	2,499	107	1,935
244	94	279	699	467	71	42	592	233	2,010
849	50	3,503	4,774	1,402	1,627	357	4,540	52	1,367
459	58	2,713	3,533	1,602	328	267	2,996	57	1,383
437	134	1,146	1,780	832	210	106	1,728	83	1,337
207	74	309	591	243	204	15	506	129	1,552
461	172	1,521	2,292	720	558	62	2,163	74	1,902
550	203	1,560	2,492	1,354	174	112	2,408	185	2,807
478	145	1,501	2,332	964	365	83	2,146	8	1,500
210	232	1,003	1,444	646	19	60	1,444	2,683	4,101
418	316	1,766	4,886	984	240	114	2,202	152	4,039
501	51	1,110	1,819	614	240	102	1,661		1,133
174	.....	350	562	242	172	10	554	.....	.....
\$7,100	\$2,245	\$25,282	\$39,763	\$14,136	\$6,424	\$1,867	\$34,350	\$5,413	\$30,205

## CLINTON

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts.....
1 N., R. 1 W.....	301	5	660	404	4	4	5	5	5
1 2.....	194	5	356	133	1	2	3	3	2
1 3.....	177	3	407	117	4	2	3	3	3
1 4.....	403	4	261	195	4	4	4	4	1
1 5.....	378	4	616	226	4	4	4	4	1
1 S., R. 5.....	229	2	334	159	3	1	1	1	1
2 N., R. 1.....	292	6	870	205	2	5	6	6	2
2 2.....	839	7	704	468	5	6	6	4	3
2 3.....	392	6	855	285	6	2	6	5	3
2 4.....	554	3	512	130	3	4	3	3	1
2 5.....	854	6	1,265	427	6	3	6	6	6
3 1.....	206	6	734	206	5	1	6	6	4
3 2.....	263	3	372	130	2	2	3	3	3
3 3.....	229	4	600	218	3	2	4	4	3
3 4.....	385	4	523	140	3	1	4	4	.....
Total.....	5,694	68	9,069	3,443	55	30	65	61	37

## COLES

11 N., R. 7 E.....	437	6	890	351	6	4	6	6	.....
11 8.....	287	6	661	340	7	4	6	6	.....
11 9.....	305	5	677	252	4	4	5	5	.....
11 10 and 11 E.....	427	7	924	313	5	2	7	7	.....
12 7 E.....	1,825	8	1,610	1,413	7	14	7	7	.....
12 8.....	448	7	697	221	4	4	9	5	.....
12 9.....	423	7	914	334	6	4	7	6	.....
12 10 and 11 E.....	573	9	1,161	412	9	9	9	9	.....
12 14 W.....	69	1	132	53	2	7	1	1	.....
13 7 E.....	452	7	1,170	369	10	1	9	7	.....
13 8.....	561	9	1,440	447	9	4	1	8	.....
13 9.....	359	7	945	316	7	4	7	7	.....
13 10 and 11 E.....	500	8	992	368	6	3	8	8	.....
13 14 W.....	196	5	738	182	5	1	5	5	.....
14 7 E.....	353	4	514	271	4	2	4	4	.....
14 8.....	361	5	594	299	2	4	5	5	.....
14 9.....	179	6	746	155	6	5	6	6	.....
14 10 and 11.....	425	4	1,018	314	3	6	4	4	.....
14 14 W.....	147	2	372	122	1	2	2	2	.....
Charleston (N. D.).....	1,140	3	2,820	967	5	11	1	1	.....
Ashmore (S. D.).....	190	1	262	105	3	.....	1	1	.....
Total.....	9,566	117	19,283	6,604	111	79	115	110	.....

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1, 293	\$138	\$2, 759	\$367	\$356	\$580	\$2, 897	\$1, 458	\$129	\$336
2, 725	271	1, 250	40	562	393	1, 529	714	274	243
1, 230	-----	797	30	150	595	797	196	116	292
1, 700	33	1, 292	-----	-----	1, 271	1, 325	738	68	477
1, 701	525	2, 837	-----	-----	2, 403	3, 363	2, 214	55	474
761	45	3, 407	53	-----	2, 044	3, 452	2, 831	76	273
5, 707	1, 060	2, 563	143	1, 182	642	3, 623	2, 179	642	385
2, 100	417	6, 138	394	1, 800	2, 205	6, 555	5, 626	148	748
1, 489	1, 057	2, 850	108	667	1, 739	3, 907	3, 276	149	416
452	163	2, 686	-----	-----	1, 267	2, 849	1, 454	55	566
3, 155	1, 377	5, 763	250	880	2, 905	7, 141	4, 900	299	967
713	59	1, 396	19	221	1, 071	1, 455	1, 016	71	353
1, 772	97	1, 209	121	170	851	1, 306	643	265	352
959	104	2, 434	131	659	733	2, 530	1, 542	96	359
1, 054	1, 119	2, 020	199	486	969	3, 139	1, 867	106	453
\$26, 810	\$6, 466	\$39, 404	\$1, 856	\$7, 133	\$19, 666	\$45, 869	\$30, 605	\$2, 487	\$6, 684

## COUNTY.

\$472	\$139	\$1, 994	\$2, 417	\$1, 540	433	\$85	\$2, 169	\$248	\$1, 392
332	113	1, 630	2, 364	832	818	79	1, 889	475	758
390	175	1, 633	2, 490	835	500	90	2, 402	88	1, 506
443	115	772	1, 821	1, 230	360	45	1, 753	68	1, 147
1, 390	1, 629	19, 233	36, 437	3, 742	5, 741	3, 170	30, 609	5, 629	13, 084
478	89	2, 891	3, 688	982	477	109	2, 924	764	923
444	75	2, 399	5, 501	1, 295	360	184	3, 238	262	906
660	191	2, 684	4, 392	1, 920	-----	52	4, 045	347	2, 841
98	9	485	731	289	-----	17	317	414	915
518	229	3, 861	5, 560	2, 622	128	346	4, 182	1, 378	2, 287
609	451	4, 385	6, 005	2, 043	634	230	5, 434	571	4, 700
528	128	2, 389	3, 423	1, 517	360	234	2, 964	459	1, 276
589	103	3, 501	5, 070	1, 602	446	269	4, 422	649	1, 167
194	-----	1, 364	2, 485	1, 380	212	101	2, 212	274	-----
223	545	726	2, 193	882	189	115	1, 298	695	5, 736
260	130	151	1, 094	480	360	99	1, 018	76	6, 552
254	450	2, 995	4, 103	832	172	131	3, 923	180	4, 503
523	256	1, 460	2, 985	1, 138	844	233	2, 473	512	1, 705
198	55	574	866	270	450	37	801	65	554
716	35	19, 445	26, 643	3, 912	4, 418	1, 529	23, 467	3, 176	-----
117	4	760	1, 302	770	-----	23	821	481	40
\$9, 435	\$4, 919	\$75, 021	\$119, 574	\$30, 176	\$16, 992	\$7, 177	\$102, 362	\$17, 212	\$52, 171

## COOK

Name or number of the township.	Number of persons between 6 and 21:.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts.....	Number of districts having schools 6 months or more.....	Number of districts having debts.....
35 N., R. 13 E.....	591	6	846	332	4	2	6	6	.....
35 14&15.....	479	10	1,637	315	7	9	11	9	.....
36 12.....	355	8	1,333	259	7	8	9	8	3
36 13.....	583	6	684	425	5	5	6	6	1
36 14.....	998	7	1,200	510	1	6	7	7	1
36 15.....	130	2	317	114	2	2	2	2	1
37 11.....	766	5	946	701	2	6	4	4	4
37 12.....	417	5	770	370	5	5	5	5	2
37 13.....	628	6	1,131	372	4	13	7	7	1
37 14.....	750	8	2,104	429	8	9	8	6	2
37 15.....	166	2	408	110	1	1	1	1	.....
38 12.....	630	7	1,525	391	4	7	7	7	4
38 13.....	313	4	940	237	5	2	5	4	4
38 14.....	2,665	17	3,400	1,848	7	26	6	6	3
39 12.....	777	7	1,224	441	3	7	6	6	4
39 13.....	646	6	1,463	441	4	8	6	6	3
City of Chicago.....	87,688	33	6,072	38,035	31	445	31	30	31
40 N., R. 12 E.....	492	9	1,113	277	3	11	9	9	1
40 13.....	888	11	1,552	488	5	10	11	8	2
40 14.....	983	5	930	300	2	7	4	4	3
41 9.....	346	7	1,141	232	1	8	7	7	.....
41 10.....	226	5	646	113	2	3	5	5	1
41 11.....	392	5	638	228	3	4	7	5	1
41 12.....	680	4	739	358	6	5	4	4	3
41 13.....	518	5	784	245	3	2	5	5	3
41 14.....	1,323	5	1,138	813	2	10	5	5	4
42 9.....	698	11	1,528	344	3	14	11	10	6
42 10.....	670	8	1,283	382	2	14	19	8	1
42 11.....	697	7	1,032	397	5	7	7	7	3
42 12.....	582	8	1,100	434	3	5	8	8	3
42 13.....	506	4	660	140	.....	4	5	4	2
Village of Glencoe.....	104	1	145	72	2	1	1	1	.....
Total.....	107,517	234	40,629	50,126	142	662	226	112	97

## CRAWFORD

5 W., R. 10 E.....	107	2	240	166	2	1	2	2	2
6 10.....	180	2	258	137	3	.....	2	2	1
5 11.....	378	5	619	280	3	2	5	5	5
6 11.....	429	6	760	278	8	1	6	5	3
7 11.....	470	5	1,046	304	7	6	5	5	1
8 11.....	291	3	360	184	4	1	3	3	1
5 12.....	406	6	840	400	5	2	6	6	6
6 12.....	523	8	980	359	6	6	8	8	3
7 12.....	476	8	991	476	8	9	8	8	1
8 12.....	363	6	730	300	5	4	6	6	3
5 13.....	191	3	360	188	1	2	3	3	2
6 13.....	435	8	968	435	7	6	8	8	6
7 13.....	365	9	1,223	357	6	7	10	9	1
8 13.....	423	9	1,161	402	7	10	9	8	4
5 14.....	34	1	132	22	.....	1	1	1	1
6 14.....	189	4	568	178	2	4	3	3	3
7 14.....	151	1	125	54	.....	1	1	1	1
8 14.....	213	4	529	184	4	4	4	4	2
Total.....	5,614	90	11,910	4,695	78	67	90	87	46

## COUNTY.

Amount of township fund....	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts including bal- ance.....	Amount of district tax.....	Amount of interest on town- ship funds.....	Amount of state and county funds received.....
\$8,308	\$1,483	\$2,313	\$110	\$610	\$1,389	\$3,796	\$544	\$1,296	\$1,368
9,171	1,989	4,920	383	1,583	2,627	6,909	2,890	1,295	1,620
4,556	155	2,869	268	1,034	1,357	3,024	800	624	1,291
4,636	1,441	2,115	103	417	1,419	3,555	797	428	1,416
2,204	1,832	3,414	161	1,798	495	5,245	2,950	256	1,433
1,560	290	742	62	120	525	1,032	384	177	554
3,205	.....	2,568	250	750	1,300	2,568	1,395	44	961
3,840	339	3,516	188	394	2,496	3,854	1,993	465	1,302
5,429	1,561	5,401	505	2,699	1,147	6,962	2,639	729	1,370
12,672	2,779	9,340	466	2,281	2,138	12,118	3,677	1,452	1,313
.....	1,767	2,171	225	366	866	3,938	1,966	.....	299
1,407	2,822	12,938	474	1,557	2,439	15,760	5,276	204	1,366
7,500	11,351	71,519	273	1,030	1,680	4,615	1,189	.....	1,190
3,048	2,406	4,815	3,974	14,356	7,248	82,867	49,626	1,358	1,992
70,183	1,253	4,815	373	2,357	1,294	7,292	342	342	1,389
197,002	133,923	38,057	1,677	4,710	5,017	39,309	12,334	3,392	1,928
1,033	906	736,812	76,952	296,512	63,076	870,735	303,603	61,003	30,484
7,595	318	4,176	369	1,430	694	5,063	2,604	.....	1,293
26,954	2,896	8,769	747	2,281	2,365	9,066	3,330	103	1,525
1,050	1,562	14,096	1,381	3,824	2,653	16,992	9,698	704	704
3,432	1,881	1,497	313	729	300	3,058	1,199	94	1,174
1,122	836	1,581	138	667	618	2,417	297	354	1,066
1,229	1,881	1,763	420	716	437	3,645	1,156	107	1,178
2,533	2,497	2,813	210	596	557	5,310	3,601	136	1,156
218	377	2,068	267	640	570	2,445	.....	308	1,024
2,290	3,402	10,483	425	2,179	950	13,885	6,637	.....	624
1,490	2,242	3,439	400	2,180	419	5,681	3,788	229	1,314
3,821	1,992	4,937	729	2,156	1,043	6,929	4,678	130	1,404
1,292	258	6,536	406	1,518	2,046	6,794	4,808	361	1,484
727	1,085	2,643	233	1,424	766	3,728	1,752	138	1,394
.....	740	935	119	493	.....	1,675	.....	73	595
.....	93	452	44	100	307	545	100	.....	40
\$389,708	187,892	972,892	\$92,529	\$352,456	\$111,238	\$1,160,784	440,331	\$77,751	\$66,553

## COUNTY.

\$115	\$53	\$234	\$503	\$205	\$169	\$14	\$404	\$99	\$1,086
201	190	935	1,388	453	67	25	1,221	167	1,369
412	175	937	1,597	732	453	56	1,572	25	1,600
546	254	1,190	2,418	1,558	53	165	2,303	115	2,248
511	375	3,381	6,630	1,925	200	211	5,684	945	3,100
367	141	647	1,304	814	81	50	1,102	202	1,408
367	34	624	1,115	562	200	81	1,091	24	685
544	121	2,424	3,722	1,209	463	302	3,458	264	1,214
493	163	3,375	6,650	1,088	1,080	362	6,011	638	4,585
461	160	1,742	2,641	1,246	303	105	2,122	519	1,603
234	58	365	690	281	289	47	646	24	1,500
466	122	1,430	2,236	1,053	666	149	2,023	213	1,019
456	137	997	2,075	733	565	117	1,671	405	1,426
519	62	1,036	1,913	697	807	70	1,616	266	813
99	.....	104	212	30	110	20	219	.....	.....
181	58	570	903	172	247	60	.....	23	.....
162	45	61	283	75	179	10	283	.....	492
248	.....	629	973	465	315	42	966	6	.....
\$6,381	\$2,150	\$20,681	\$37,253	\$13,298	\$6,266	\$1,884	\$33,296	\$3,958	\$21,148



## CUMBERLAND

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more ..	Number of districts having debts.....
9 N., R. 7 E.....	381	7	998	359	6	5	7	7	6
9 8.....	396	7	1,048	325	11	5	7	7	2
9 9.....	554	10	1,196	2,028	8	7	7	7	7
9 10.....	444	10	1,364	433	9	10	10	10	10
10 7.....	544	7	1,245	452	6	7	7	6	6
10 8.....	502	8	1,168	394	7	4	8	7	6
10 9.....	609	10	1,120	447	10	11	10	9	9
10 10.....	467	9	1,296	370	11	6	9	9	4
11 7.....	204	3	372	155	1	4	3	3	2
11 8.....	260	3	403	228	3	3	3	3	2
11 9.....	162	3	384	160	3	2	3	3	1
11 10.....	245	3	390	164	3	1	3	3	2
10 11.....	45	2	250	47	1	1	2	2	1
9 11.....	46	1	132	8	.....	1	3	3	.....
Total.....	4,889	80	11,313	5,610	79	67	82	79	58

## DEKALB

Genoa.....	311	9	1,330	317	12	15	9	8	1
Kingston.....	311	10	1,386	248	5	13	10	10	2
Franklin.....	328	10	1,543	350	5	15	10	9	2
South Grove.....	247	6	1,104	224	4	8	6	6	1
Mayfield.....	316	8	1,176	222	12	11	8	8	1
Sycamore.....	1,024	18	1,419	1,140	7	29	8	8	2
Cortland.....	366	10	1,137	354	7	9	7	7	.....
DeKalb.....	629	13	1,922	620	3	23	10	10	3
Malta.....	395	9	1,311	311	5	12	8	8	2
Milan.....	365	9	1,475	288	6	12	9	4	4
Afton.....	295	9	1,397	271	4	11	9	9	3
Pierce.....	310	7	1,050	310	9	5	8	7	1
Squaw Grove.....	220	8	1,373	243	4	13	8	8	.....
Clinton.....	375	9	1,567	366	5	15	9	9	2
Shabbona.....	388	10	1,666	408	6	12	10	10	.....
Paw Paw.....	350	10	1,732	324	7	16	10	9	1
Victor.....	351	7	1,039	287	6	8	6	6	.....
Somonauk.....	1,060	19	1,250	1,075	10	20	8	8	.....
Total.....	7,781	178	24,766	7,380	107	257	153	148	25

## DEWITT

T. 19, R. 1 E.....	383	10	1,579	385	8	8	10	10	.....
19 2.....	375	9	1,336	400	7	7	9	9	2
19 3.....	445	8	1,036	381	9	8	8	8	6
19 4.....	359	9	1,076	330	10	3	9	9	.....
20 1.....	333	9	1,249	330	11	5	9	9	3
20 2.....	1,411	7	1,460	918	5	17	8	7	3
20 3.....	460	9	1,276	366	7	7	9	9	3
20 4.....	374	6	879	279	7	9	6	6	3
20 5.....	278	7	926	270	5	6	7	7	3
21 1.....	374	5	820	257	4	5	5	4	2
21 2.....	245	4	619	304	4	3	4	4	4
21 3.....	277	5	704	171	5	4	5	5	1
21 4.....	273	5	895	211	7	6	5	5	2
21 5.....	508	5	887	378	7	8	7	5	3
Total.....	6,095	98	14,692	4,980	96	96	101	97	35

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses .....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances .....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$3,554	\$90	\$1,634	\$24	\$520	\$961	\$1,724		\$373	\$436
1,050	219	1,446	103	250	893	1,666		253	543
1,097	88	2,282	80	92	1,805	2,282		136	640
1,118	61	2,776	83	1,094	1,348	2,863		122	543
2,283	254	5,649	183	1,625	1,679	5,111		226	638
1,885	136	2,112	81	632	1,043	2,366		189	589
2,185	162	2,732	420	649	1,600	2,868		141	712
2,152	506	1,944	74	346	1,278	2,107		231	582
696	18	920	35	205	190	1,426		15	227
379	81	592	65	127	811	1,186		50	226
1,147	8	997	32	124	400	673		97	181
3,000	94	492	43	100	491	1,035		600	924
600	204	204	78	160	157	516		30	76
			10	142	27	304			61
\$11,145	\$1,717	\$24,289	\$1,322	\$6,066	\$12,624	\$26,006	\$16,583	\$2,011	\$5,678

## COUNTY.

\$426	\$108	\$2,135	\$4,169	\$1,343	\$921	\$288	\$3,044	\$1,125	\$869
417	254	2,290	3,394	925	1,036	215	3,051	344	2,539
415	214	2,082	3,327	683	1,253	167	2,762	565	2,145
393	90	1,723	2,479	701	979	222	2,361	118	1,143
396	31	2,053	3,468	300	1,541	361	2,925	544	922
905	109	9,907	12,217	1,691	5,024	1,898	11,532	685	953
469	106	4,321	6,632	1,303	1,490	779	5,235	1,387	1,062
743	296	7,589	11,322	176	5,341	1,525	10,670	652	2,981
501	600	2,046	4,478	1,166	1,361	178	2,929	1,549	6,105
451	856	2,180	5,287	1,005	1,228	266	4,021	1,266	8,032
428	938	2,046	5,363	719	2,112	152	4,658	705	7,169
494	250	1,246	2,586	1,166	534	527	2,526	61	2,500
399	93	2,612	4,074	620	1,346	453	2,835	1,239	1,308
432	62	2,285	5,369	632	1,492	242	4,068	1,301	617
497	93	2,297	5,511	1,026	1,601	456	3,848	1,663	797
456	148	2,951	5,115	850	974	641	3,689	1,425	1,479
414	122	2,434	4,153	970	986	161	3,132	922	1,219
991	360	10,821	15,335	3,900	3,400	1,878	9,938	5,396	3,595
\$9,229	\$4,531	\$63,616	\$104,172	\$19,177	32,821	\$10,342	\$33,224	\$20,947	\$45,435

## COUNTY.

\$450	90	\$3,363	\$3,913	\$1,756	\$868		\$3,712	\$201	\$900
476	91	2,592	3,656	1,509	910	\$207	3,376	281	1,045
463		3,217	3,984	1,805	1,005	650	3,864	120	1,000
323	376	2,969	4,410	2,068	592	517	3,738	672	4,715
456	352	3,130	4,622	2,149	550	198	3,864	738	3,665
1,107	469	18,398	21,923	3,844	5,632	863	20,941	982	4,688
506	91	1,870	3,010	1,463	580	155	2,549	461	1,079
473	122	2,598	3,337	1,059	932		3,306	31	1,750
296	450	3,068	3,770	849	1,330	101	3,553	218	4,462
344	95	1,972	2,677	931	717	516	2,477	200	1,066
304	65	982	1,535	1,193	55	94	1,479	56	650
273	87	1,329	2,080	1,110	198	131	1,918	162	1,191
323	40	1,598	2,140	1,135	412	107	1,780	360	489
490	58	4,559	11,082	1,676	1,145	621	10,043	1,039	2,523
\$6,208	\$2,385	\$51,643	\$72,140	\$22,746	\$14,926	\$4,162	\$66,631	\$5,519	\$29,243

## DOUGLAS

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers..	Number of school districts...	Number of districts having schools 6 months or more...	Number of districts having debts.....
T 16, R. 7 E.....	490	9	1,349	360	10	6	9	9	2
15, 7 .....	366	9	1,050	354	5	7	9	8	-----
14, 7 .....	353	4	562	271	4	2	4	4	-----
46, 8 .....	279	8	1,120	232	7	6	8	8	3
15, 8 .....	208	5	760	220	6	3	5	5	1
14, 8 .....	682	5	2,960	605	3	7	5	5	3
16, 9 .....	422	8	1,136	357	7	4	8	9	5
15, 9 .....	439	8	862	429	9	3	8	7	4
14, 9 .....	194	6	798	167	5	6	6	8	4
16, 10 .....	371	8	970	328	4	8	8	8	6
15, 10 .....	359	6	967	355	10	5	6	6	-----
14, 10 .....	118	3	441	103	3	1	3	3	1
16, 11 .....	28	1	165	27	-----	1	1	1	-----
16, 14 W.....	235	5	650	230	4	3	5	4	3
15, 14 .....	132	3	417	186	3	3	3	3	1
14, 14 .....	45	1	134	37	-----	2	1	1	1
16, 8 E.....	686	1	128	453	1	8	1	1	1
15, 7 .....	118	1	220	101	1	1	1	1	-----
Total .....	5,544	91	14,589	4,845	84	76	91	88	35

## DUPAGE

Addison.....	575	6	960	305	6	1	6	6	-----
Bloomington.....	376	10	1,667	212	5	16	10	10	2
Wayne.....	312	8	1,612	214	4	11	8	8	2
Winfield.....	682	9	1,391	475	8	10	9	9	-----
Milton.....	762	8	1,230	400	7	9	8	8	4
York.....	607	10	1,569	316	7	15	10	10	2
Downers Grove.....	617	11	1,940	465	7	12	11	11	2
Cass.....	75	2	247	701	-----	2	2	2	-----
Lisle.....	621	8	1,284	338	4	14	8	8	2
Naperville.....	921	13	2,601	585	7	20	13	13	6
Total.....	5,548	85	14,501	4,011	55	110	85	85	20

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$3,826	\$292	\$3,589	\$595	\$680	\$2,000	\$3,881	\$2,636	\$370	\$526
1,224	246	3,043	315	1,313	1,064	3,289	2,644	122	468
5,736	703	298	115	188	882	2,001	840	545	245
2,400	1,213	2,489	273	769	1,298	3,703	2,415	240	353
11,100	916	2,709	192	404	1,333	3,635	1,727	1,066	396
6,552	463	4,638	266	1,795	2,120	5,100	4,221	365	508
2,275	1,010	2,330	190	635	1,520	3,340	1,820	170	495
3,055	733	2,851	208	251	1,558	3,584	1,954	306	496
4,952	784	2,627	136	404	586	3,412	1,479	382	231
4,597	325	3,038	146	843	983	3,363	2,118	490	398
1,320	491	1,884	189	301	1,249	2,375	1,731	132	450
876	125	1,378	153	212	537	1,503	987	131	163
2,566	41	480	15	300	.....	521	147	258	51
3,197	135	2,005	160	250	1,050	2,140	1,415	320	254
1,587	355	996	67	188	650	1,351	879	79	174
137	23	133	6	120	.....	156	72	13	40
3,914	1,007	38,463	1,758	1,799	1,004	39,470	9,685	1,160	446
.....	81	1,320	114	320	724	1,401	1,258	.....	141
\$59,305	\$8,941	\$75,272	\$4,725	\$10,772	\$18,560	\$84,214	\$39,028	\$6,148	\$5,847

## COUNTY.

592	138	1,658	2,937	1,975	1,583	272	2,434	503	1,623
447	141	1,161	3,564	1,960	22	214	2,940	624	1,906
489	144	1,971	3,658	590	1,571	375	2,974	684	1,255
647	128	7,832	9,712	585	1,659	469	4,644	5,068	1,228
644	124	4,374	5,873	1,403	1,808	661	5,572	300	1,239
578	530	3,341	6,245	2,122	2,151	577	5,222	1,023	4,112
659	169	4,725	8,456	2,031	2,582	733	6,568	1,888	1,756
168	215	.....	383	.....	168	200	383	.....	3,205
560	111	3,175	4,683	532	1,996	272	3,796	887	1,114
843	115	5,347	6,747	1,681	2,881	1,241	6,169	578	1,225
\$5,596	\$1,814	\$33,584	\$52,258	\$12,908	\$16,422	\$5,015	\$40,702	\$11,556	\$18,163

## EDGAR

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools .....	Number of days school in session.....	Number of scholars.....	Number of male teachers ..	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more ..	Number of districts having double.....
T. 12, R. 10.....	74	2	248	113	2	1	2	2	2
13, 10.....	255	2	264	155	3	1	2	2	1
14, 10.....	255	3	392	172	3	2	3	3	.....
15, 10.....	188	2	320	288	2	2	2	2	1
16, 10.....	140	2	384	227	1	6	3	2	1
12, 11.....	237	3	390	182	3	2	3	3	1
13, 11.....	755	11	1,631	603	15	8	11	11	4
14, 11.....	469	8	989	355	4	8	8	7	3
15, 11.....	491	9	1,233	431	7	6	9	8	7
16, 11.....	249	4	494	195	5	5	4	4	3
12, 12.....	218	2	120	221	3	1	2	.....	.....
13, 12.....	454	10	1,434	383	9	10	10	10	1
14, 12.....	354	10	1,349	277	8	13	10	10	2
15, 12.....	313	8	1,150	256	4	12	8	7	4
16, 12.....	257	6	722	248	3	6	7	6	2
12, 13.....	249	4	506	224	3	5	4	2	2
13, 13.....	412	7	903	415	5	9	7	7	2
14, 13.....	296	8	1,072	306	9	7	9	8	.....
15, 13.....	159	5	644	121	4	6	5	5	.....
16, 13.....	192	5	642	135	4	6	5	5	2
12, 14.....	115	1	132	80	1	1	1	1	1
13, 14.....	349	4	515	266	3	3	4	4	1
14, 14.....	285	5	646	244	3	6	5	5	2
15, 14.....	127	3	386	219	4	2	3	3	3
16, 14.....	114	2	264	125	3	1	2	2	.....
Paris Union Sch. Dist....	1,237	1	190	841	4	16	1	1	.....
Total .....	8,244	127	17,070	7,092	115	145	130	120	45

## EDWARDS

T. 3 S., R. 14 W.....	183	2	247	183	2	1	2	2	1
2 10 E.....	554	7	940	546	7	5	4	4	1
2 11.....	39	1	129	27	1	1	2	1	.....
3 11.....	37	.....	.....	32	.....	.....	.....	.....	.....
1 10.....	316	6	743	303	6	2	6	6	5
2 N., 14 W.....	47	1	132	43	1	1	1	1	.....
2 S., 14.....	173	3	375	130	1	3	3	3	.....
2 N., 11 E.....	3	0	.....	3	.....	.....	1	0	.....
3 S., 10.....	106	3	372	70	2	2	3	3	.....
1 14 W.....	261	4	600	260	3	5	4	4	1
1 11 E.....	40	1	125	19	.....	1	1	1	1
1 N., 14 W.....	376	6	765	299	5	5	6	6	4
1 11 E.....	62	1	123	44	1	.....	1	1	.....
1 10.....	400	7	887	318	9	4	7	7	3
2 10.....	87	1	120	36	.....	2	1	.....	1
Total .....	2,684	43	5,558	2,313	38	32	42	39	17

## COUNTY.

Total expenses.....	\$798	913	988	904	681	980	4,040	2,402	2,448	1,461	763	2,251	3,725	2,343	2,839	1,518	4,190	2,153	1,433	1,983	899	2,597	1,374	1,377	1,110	9,735	\$1	
Amount paid for fuel and incidental expenses.....	\$13	57	76	32	23	97	629	71	161	266	64	188	524	218	135	87	233	237	187	190	36	309	90	73	176	919	5,022	\$55,635
Amount paid female teachers	\$90	90	78	95	406	85	677	1,135	506	364	50	894	1,003	1,459	1,000	603	948	381	554	569	90	892	649	256	55	5,522	\$18,452	
Amount paid male teachers	\$463	592	577	634	190	772	2,416	811	964	521	629	913	1,223	439	493	160	1,426	1,351	461	280	124	923	444	458	505	2,280	\$19,973	
Total receipts, including balances.....	\$728	927	1,127	808	755	1,048	5,351	2,911	2,735	1,744	869	3,208	4,269	2,660	2,839	2,040	4,733	2,731	2,194	2,334	899	2,835	1,545	1,357	1,189	13,339	\$67,191	
Amount of district tax.....	\$437	235	596	236	197	586	3,494	1,570	1,828	1,050	470	1,876	2,541	1,925	1,899	1,364	3,646	2,005	719	1,435	749	1,910	990	1,042	826	10,694	\$44,308	
Amount of interest on town-ship fund.....	\$134	293	165	355	103	110	151	300	182	222	46	175	61	103	481	181	80	85	629	500	4	102	55	79	160	305	\$5,064	

## TY.

RY.																	
		\$589	\$850	\$463	\$81	\$47	\$883										
	3, 267.	4, 665	1, 624	863	400	3, 931											
\$349	166	372	98	143	-----	314											
48	293	406	159	105	18	357											
16	1, 005	1, 739	915	266	170	1, 731											
941	130	201	190	71	6	901											
-----	983	1, 695	143	453	48	983											
65	65	73	-----	60	12	73											
	156	465	63	326	94	429											
46	697	1, 270	450	538	62	1, 131											
258	1, 240	150	13	190	11	150											
90	1, 240	2, 006	855	381	103	1, 954											
142	158	292	237	-----	12	292											
52	948	1, 873	859	219	62	1, 731											
186	95	296	184	107	-----	296											
-----																	
	\$9, 792	\$16, 347	\$6, 183	\$3, 754	\$973	\$14, 267											
\$1, 492																	

## EFFINGHAM

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools .....	Number of days school in season .....	Number of scholars.....	Number of male teachers..	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more.	Number of districts having debts .....
T. 6 N., R. 4.....	375	5	690	359	4	5	5	5	3
6 5.....	690	7	1,193	515	6	3	7	7	1
6 6.....	222	5	620	151	2	3	5	5	4
6 7.....	250	4	480	131	4	1	4	4	-----
7 4.....	574	6	757	280	7	4	6	6	26
7 5.....	423	6	734	312	4	2	6	6	4
7 6.....	422	7	774	273	6	3	7	7	3
7 7.....	307	4	550	208	4	2	4	4	3
8 4.....	396	6	568	276	3	6	4	4	2
8 5.....	426	6	793	358	3	7	6	6	6
8 6.....	1,448	5	799	606	3	8	3	3	1
8 7.....	301	3	360	215	3	3	3	3	-----
9 4.....	337	3	396	114	3	1	3	3	3
9 5.....	208	2	313	118	1	2	2	2	2
9 6.....	155	1	118	57	1	-----	1	1	1
Total.....	6,524	70	9,125	3,973	58	50	66	66	35

## FAYETTE

T. 4, R. 1 W.....	228	4	528	163	2	2	4	4	4
5, 1.....	229	4	528	231	3	2	4	4	1
6, 1.....	229	7	846	259	6	1	7	7	5
7, 1.....	314	6	746	265	2	4	6	6	4
8, 1.....	343	4	498	220	3	3	4	4	1
9, 1.....	102	2	266	98	2	2	2	2	-----
5, 1 E.....	264	4	528	190	4	-----	4	4	2
6, 1.....	905	7	1,144	757	8	6	7	7	4
7, 1.....	288	5	804	210	4	4	5	5	4
8, 1.....	570	4	528	381	5	3	5	4	2
9, 1.....	204	2	280	155	1	1	2	2	-----
5, 2.....	290	4	528	163	4	2	5	4	4
6, 2.....	320	7	891	335	4	7	7	7	2
7, 2.....	594	9	1,180	440	7	2	9	9	6
8, 2.....	277	3	376	171	1	2	3	3	2
9, 2.....	185	2	270	133	2	1	2	2	-----
5, 3.....	229	5	614	175	3	4	6	5	3
6, 3.....	336	7	867	275	6	3	8	7	5
7, 3.....	436	6	835	425	5	3	6	6	2
8, 3.....	264	6	594	180	3	4	7	4	-----
9, 3.....	226	4	462	193	3	2	4	3	3
5, 4.....	338	5	645	266	5	3	5	5	4
Total.....	7,431	107	13,958	5,685	83	61	112	104	58

## COUNTY.

Amount of township fund.	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teacher.....	Amount paid male teacher.....	Total receipts including balances.....	Amount of district tax....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$800	\$191	\$1,456	\$72	\$438	\$536	\$1,647	\$1,033	.....	\$385
1,003	814	3,736	109	829	2,148	4,550	3,611	91	655
698	336	904	58	427	335	1,240	832	43	347
793	283	968	52	149	718	1,251	706	89	348
678	222	1,992	127	475	755	2,184	1,541	21	413
803	42	2,495	105	400	1,347	2,467	1,773	51	519
1,149	.....	2,561	59	309	1,468	2,561	1,894	128	539
886	62	1,167	58	194	844	1,229	675	56	410
2,600	413	1,469	57	885	251	1,901	1,165	159	464
1,174	183	2,069	26	750	460	2,272	1,611	71	514
1,068	695	10,356	282	1,939	1,092	11,052	8,979	80	1,212
840	50	721	35	280	351	771	398	52	321
2,352	99	1,207	65	531	539	1,306	754	117	259
3,571	1	639	7	240	275	640	223	171	244
.....	.....	345	.....	.....	345	345	124	29	190
\$17,816	\$3,391	\$32,024	\$1,114	\$7,824	\$11,466	\$35,415	\$25,319	\$1,159	\$6,815

## COUNTY.

\$343	\$150	\$985	\$1,546	\$364	\$382	\$93	\$1,546	.....	\$1,500
406	146	630	1,459	809	242	36	1,174	\$285	1,458
411	116	1,434	2,269	1,469	225	14	2,006	261	938
413	115	937	1,797	557	779	112	1,618	180	1,154
438	130	977	1,820	863	219	48	1,546	274	1,580
161	43	479	796	329	136	15	536	260	810
371	140	962	1,616	977	75	72	1,571	44	1,475
836	302	3,647	7,184	2,062	1,601	224	6,838	346	2,296
408	137	816	1,394	396	508	82	1,316	79	1,375
522	193	1,170	2,037	1,024	400	141	1,827	210	1,288
260	79	376	866	370	221	21	666	200	791
455	66	942	1,923	1,265	80	35	1,774	149	689
443	259	1,427	2,233	630	939	99	1,928	305	1,729
522	164	1,873	2,722	1,500	527	68	2,406	316	2,010
355	199	452	1,031	440	384	20	977	55	1,328
219	92	270	706	535	55	21	668	38	1,300
402	263	799	1,868	560	543	23	1,538	330	3,627
394	186	1,370	2,173	1,318	415	133	2,005	167	1,365
506	109	1,887	2,918	1,589	438	112	2,470	448	1,490
411	76	1,054	1,602	828	573	.....	1,602	.....	1,233
273	110	674	1,059	401	311	.....	1,052	6	1,108
429	511	1,361	2,665	914	380	245	2,249	416	3,754
\$6,979	\$3,691	\$24,523	\$43,683	\$19,200	\$9,432	\$1,695	\$39,314	\$4,368	\$34,220



## FORD

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts...	Number of districts having schools 6 months or more...	Number of districts having debts.....
23 N., R. 7 E.....	214	5	895	152	5	2	5	5	3
23 8 .....	214	5	743	205	4	4	5	5	1
23 9 .....	303	5	707	166	4	4	6	5	1
23 10 .....	808	7	1,017	559	4	12	1	7	1
23 11 .....	34	1	131	32	.....	1	1	1	1
23 14 W.....	142	2	347	77	2	3	2	2	2
24 7 E.....	61	1	180	40	.....	1	1	1	2
24 8 .....	118	4	749	84	4	5	5	4	5
24 7 .....	183	6	920	231	6	7	7	5	1
25 7 .....	82	1	240	63	1	4	2	1	1
25 8 .....	73	2	292	67	2	2	2	2	1
25 9 .....	278	7	994	351	2	12	3	7	3
26 9 .....	381	9	1,474	349	7	10	9	9	2
27 9 .....	224	6	1,342	279	7	8	6	6	2
28 9 .....	134	5	668	91	2	5	9	4	3
29 9 .....	196	6	806	168	2	7	6	6	2
Total.....	3,455	72	11,507	2,914	52	87	82	70	22

## FRANKLIN

5 S., R. 1 E.....	252	3	375	219	5	1	3	3	2
5 2 .....	192	2	240	130	.....	1	2	2	1
5 3 .....	535	7	840	392	9	2	7	7	5
5 4 .....	448	5	649	330	7	3	5	5	2
6 1 .....	258	4	460	242	4	.....	4	3	2
6 2 .....	325	4	520	215	4	.....	4	4	4
6 3 .....	770	8	1,149	510	8	2	8	7	5
6 4 .....	481	4	484	271	4	.....	4	4	3
7 1 .....	315	4	512	251	4	1	4	4	3
7 2 .....	376	4	494	315	4	1	4	4	3
7 3 .....	553	6	730	439	7	.....	6	6	3
7 4 .....	586	4	492	386	4	1	4	4	2
Total.....	5,091	55	6,935	3,700	60	12	55	55	32

## COUNTY

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$9,730	\$2,236	\$2,358	\$148	\$892	\$1,000	\$4,563	\$1,094	\$1,133	\$271
4,358	810	3,905	693	509	1,019	4,715	181	1,827	373
7,078	730	1,345	260	397	613	2,075	196	688	372
4,800	2,095	9,364	903	3,189	1,749	11,459	8,090	471	808
2,901	292	335	130	195	.....	556	85	.....	45
1,429	210	844	60	219	295	1,054	721	130	203
18,794	446	1,630	55	420	7	2,076	.....	1,911	165
19,175	1,445	2,427	191	380	884	3,672	899	1,925	248
5,987	1,642	3,469	82	1,030	613	5,111	1,603	1,207	335
.....	470	.....	.....	95	74	470	128	.....	75
7,143	141	1,074	176	900	383	1,215	861	72	145
9,249	78	2,692	272	1,482	255	2,761	842	994	399
12,504	732	8,293	216	1,435	1,739	9,026	4,710	1,424	499
21,547	824	2,647	362	725	880	3,470	1,364	1,209	371
6,671	650	1,698	63	692	360	2,348	337	1,199	264
.....	796	8,568	125	812	289	3,353	1,361	960	291
\$131,364	\$13,046	\$45,106	\$3,735	\$12,602	\$10,159	\$58,155	\$22,399	\$15,150	\$4,865

## COUNTY.

\$388	\$29	\$527	\$944	\$763	\$100	\$22	\$933	\$11	\$957
272	40	260	618	515	.....	17	543	74	400
708	32	1,360	2,189	1,406	230	77	2,063	126	333
560	39	1,126	1,895	840	126	146	1,535	360	394
431	25	1,100	1,900	1,020	.....	27	1,715	185	556
450	13	519	990	733	.....	50	978	12	125
756	94	2,718	3,717	1,765	490	162	3,327	390	1,361
649	30	434	1,156	887	.....	52	1,138	10	311
500	24	866	1,555	739	210	100	1,331	224	360
512	35	1,193	1,756	660	138	153	1,671	85	378
653	15	1,444	2,112	1,600	.....	100	2,086	26	245
711	23	1,541	2,284	1,297	150	155	2,242	42	522
\$6,599	\$400	\$13,017	\$21,116	\$12,225	\$1,445	\$1,061	\$19,592	\$1,553	\$5,944

## FULTON

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts.....
Astoria.....	653	10	1,518	665	12	5	10	10	1
Vermont.....	873	8	1,393	675	7	13	9	9	1
Farmers.....	391	5	858	311	6	4	5	5	.....
Harris.....	400	9	1,298	348	5	11	9	9	2
Lee.....	491	9	1,474	343	3	15	12	9	.....
Union.....	875	7	1,080	820	6	10	7	7	1
Woodland.....	551	10	1,266	482	9	4	11	10	4
Pleasant.....	660	8	1,292	617	7	6	8	8	1
Bernadotte.....	741	11	1,529	583	11	9	11	11	.....
Cass.....	531	9	1,137	585	10	6	9	7	5
Deerfield.....	398	7	906	356	6	6	7	6	1
Ellisville.....	246	3	662	263	2	4	3	3	1
Young Hickory.....	250	6	1,210	248	7	5	6	6	3
Kerton.....	256	8	1,136	414	6	9	3	8	2
Isabel and Waterford.....	560	10	1,650	1,943	4	15	8	10	5
Lewistown.....	1,292	9	1,249	432	7	14	10	9	.....
Putnam.....	558	9	1,590	330	10	7	9	9	1
Joshua.....	403	9	1,245	490	10	8	9	9	1
Fairview.....	467	8	1,110	399	4	10	9	7	1
Liverpool.....	420	1	198	70	1	.....	7	1	3
5 N. E. 5 E.....	50	11	1,352	490	7	10	1	8	1
Buckheart.....	705	11	2,438	1,251	5	32	11	7	3
Canton.....	1,456	8	1,508	591	4	15	7	8	4
Farmington.....	685	8	1,055	360	6	12	8	8	1
Banner.....	385	13	1,705	385	7	12	8	13	3
Orion.....	450	3	379	245	2	8	13	3	1
Total.....	14,736	210	32,231	13,586	166	251	210	200	45

## GALLATIN

7 S. R. 8 E.....	248	3	363	196	3	.....	3	3	.....
8 8.....	512	7	1,014	375	12	.....	5	5	2
9 8.....	590	6	715	703	5	2	3	3	1
10 8.....	348	5	836	193	7	1	5	5	5
7 9.....	121	3	401	195	5	.....	3	2	.....
8 9.....	577	8	974	577	7	1	8	8	7
9 9.....	350	5	588	270	4	3	4	4	2
10 9.....	432	5	654	304	5	.....	4	4	2
7 10.....	160	4	684	172	6	4	4	4	2
8 10.....	113	1	169	49	2	2	1	1	1
9 10.....	691	3	374	410	3	6	2	2	2
Total.....	4,142	50	6,772	3,445	50	19	42	41	24

COUNTY.

Balance on hand.....	\$884 1,256 1,086 816 495 1,784 48 257 345 129 602 501 131 18 928 214 912 927 1,220 78 174 1,494 688 3,219 427 555
Total expenses.....	4,180 5,516 2,397 2,735 2,875 5,100 3,684 4,497 3,120 3,058 1,837 1,291 2,476 1,447 2,924 8,406 5,877 3,825 3,617 2,381 476 2,993 17,748 8,183 1,733 3,241
Amount paid for fuel and in- cidental expenses.....	\$200 381 183 142 309 466 270 264 142 194 125 125 130 109 291 276 318 148 235 86 90 69 2,255 1,339 118 245
Amount paid female teachers.	\$475 2,146 639 1,140 1,739 1,025 300 865 1,090 588 582 486 675 210 733 3,486 1,667 677 673 1,109 837 9,403 3,431 596 1,483
Amount paid male teachers.	\$2,906 1,145 1,180 822 365 1,825 2,223 1,667 1,335 1,690 1,057 389 1,401 490 343 1,860 1,034 1,977 1,987 733 333 1,461 2,079 2,032 857 860
Amount paid male teachers.	\$36,064
Total receipts including bal- ances.....	\$5,064 6,771 3,413 3,551 3,331 6,885 3,732 4,754 3,465 3,187 2,539 1,793 2,607 1,464 3,852 8,920 6,789 4,752 4,836 2,460 651 4,487 18,436 11,395 2,159 3,796
Amount of district tax.....	\$2,137 4,735 1,965 2,733 2,819 5,373 2,683 2,810 2,608 2,232 1,069 1,034 1,764 679 2,532 7,972 5,367 2,409 2,739 1,836 23 2,091 15,496 6,468 1,103 2,963
Amount of interest on town- ship fund.....	\$81 283 112 146 320 111 109 58 149 272 195 75 182 238 135 235 318 313 191 342 150 243 157 133 109
Amount of state and county funds received.....	\$4,587
	\$4,587
	\$96,189
	\$124,786
	\$36,064
	\$35,923
	\$8,463
	\$105,605
	\$19,181

COUNTY.

NTY.									
\$45	\$465	\$845	\$792	-----	\$36	\$802	\$4		
106	1,342	2,229	1,687	-----	91	2,063	16		
346	1,622	2,670	1,263	\$553	76	2,611	5		
118	1,019	1,574	1,379	-----	45	1,555	1		
12	361	734	480	-----	42	730	12		
190	2,108	3,013	1,420	261	145	2,857	17		
56	881	1,902	573	713	120	1,725	46		
102	2,320	3,084	2,164	-----	197	2,505	14		
23	1,540	2,110	710	249	65	2,008	1		
82	75	515	64	190	13	374	7		
537	6,562	8,426	2,268	2,351	35	7,683			
\$1,545	\$18,296	\$27,101	\$12,779	\$4,316	\$965	\$25,997	\$2,1		

## GREENE

Name or number of the township.			Number of districts having debts .....	Number of districts having schools 6 months or more...	Number of school districts..	Number of female teachers..	Number of male teachers...	Number of scholars.....	Number of days school in session .....	Number of schools.....	Number of persons between 6 and 21.....
9 N., R. 10 W. ....			81	1	1	1	1	69	189	1	81
10 10 .....			566	2	8	9	4	401	1,050	8	566
11 10 .....			323	1	6	5	5	284	780	6	323
12 10 .....			460	2	6	6	6	325	620	5	460
9 11 .....			395	1	4	3	6	264	597	4	395
10 11 .....			352	2	7	9	6	303	968	7	352
11 11 .....			288	1	6	3	6	216	780	6	288
12 11 .....			401	2	7	2	9	328	936	7	401
9 12 .....			406	6	6	7	7	277	996	6	406
10 12 .....			869	2	5	10	3	642	2,236	5	869
11 12 .....			361	1	5	3	4	275	783	5	361
12 12 .....			1,000	6	9	8	15	728	1,344	9	1,000
9 13 .....			297	3	3	2	3	193	498	3	297
10 13 .....			365	2	5	4	3	199	680	5	365
11 13 .....			339	4	4	2	2	254	480	4	339
12 13 .....			553	4	4	2	3	139	320	4	553
10 14 .....			40	1	1	2	2	17	180	1	40
Total .....			6,789	23	84	68	73	4,914	12,457	86	6,789

## GRUNDY

Highland 31 N., 6 W	401	9	1,277	409	4	17	9	8
Vienna 32 6	251	6	969	198	3	7	6	1
Norman St 33 6	141	4	477	125	2	4	4	1
Erienna N 33 6	102	3	440	84	1	4	3	1
Nettle Creek 34 6	237	7	1,474	251	8	12	7	7
Goodfarm 31 7	292	8	1,529	262	5	12	8	8
Mazon 32 7	374	8	1,226	272	7	7	8	2
Wauponsee 33 7	1,447	11	1,210	1,059	6	18	9	4
Saratoga 34 7	372	8	1,330	271	6	10	9	1
Greenfield 31 8	538	7	1,050	641	2	12	8	2
Braceville 32 8	437	7	1,156	233	5	10	6	1
Felix 33 8	380	6	814	178	1	5	6	1
Ansable 34 8	224	7	1,204	273	5	9	6	1
Total .....	5,266	91	14,156	4,256	57	127	91	23

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers..	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received.....
\$500	\$87	\$396	\$15	\$75	\$257	\$483	\$283	\$45	\$100
860	190	5,082	622	1,433	1,401	5,272	3,678	86	570
1,641	393	2,019	70	750	921	2,412	1,552	164	374
1,013	168	1,668	147	52	1,368	1,836	1,073	89	548
683	1,016	2,466	129	181	1,477	3,482	2,866	68	415
2,646	316	3,485	99	691	1,418	3,801	2,663	245	443
1,400	263	2,321	67	460	1,202	2,584	1,795	70	408
1,034	317	2,827	101	384	1,750	3,144	2,140	76	425
2,337	2,439	3,942	95	533	2,236	6,386	3,647	162	454
1,843	.....	14,620	3,208	1,905	1,905	14,620	9,628	179	873
1,249	150	3,903	170	370	1,657	4,053	2,742	125	556
720	51	8,608	1,453	1,473	3,486	8,659	7,099	72	775
6,552	769	1,700	60	214	1,059	2,470	1,204	293	357
3,125	260	2,264	86	739	1,365	2,559	1,500	237	428
1,900	76	1,437	.....	313	1,124	1,513	956	65	425
1,100	527	1,414	68	100	649	1,941	1,247	50	364
5,700	194	434	.....	342	.....	629	.....	589	29
\$30,762	\$7,257	\$58,586	\$6,391	\$11,576	\$23,286	\$65,843	\$44,132	\$2,616	\$7,542

## COUNTY.

\$468	\$788	\$2,221	\$3,600	\$466	\$1,299	\$205	\$2,400	\$200	\$8,380
359	150	2,145	3,224	490	1,141	186	2,986	238	1,500
179	82	915	1,400	299	570	118	1,039	361	825
151	86	423	683	360	300	.....	662	.....	859
389	323	2,551	3,494	929	1,151	100	2,906	517	3,232
375	434	1,987	3,512	743	1,207	675	2,921	591	4,005
448	344	2,271	3,405	1,275	860	240	3,184	221	3,419
1,249	1,190	9,103	15,684	2,340	5,121	1,616	10,638	5,047	9,663
450	270	1,757	3,641	1,275	1,413	196	3,221	420	2,280
501	847	3,679	8,787	1,128	2,500	191	7,687	1,100	9,407
521	431	1,446	3,252	587	1,536	159	2,458	794	3,120
416	464	271	1,896	25	1,347	33	1,497	399	5,290
409	178	2,431	4,635	1,187	981	411	3,923	712	1,775
\$6,006	\$5,586	\$31,201	\$57,143	\$11,103	\$19,427	\$4,129	\$46,541	\$10,602	\$53,758

## HAMILTON

Name or number of the township.	Number of persons between 6 and 21 .....	Number of schools .....	Number of days school in session .....	Number of scholars .....	Number of male teachers .....	Number of female teachers .....	Number of school districts .....	Number of districts having schools 6 months or more .....	Number of districts having debts .....
3 S., R. 5 E. ....	153	2	242	104	2	2	2	2	1
4     5     .....	545	4	485	273	5	2	4	4	3
5     5     .....	553	7	875	359	5	2	7	7	2
6     5     .....	496	4	528	226	5	1	4	4	2
7     5     .....	242	2	246	165	2	2	2	2	2
3     6     .....	143	2	240	78	1	1	2	2	2
4     6     .....	436	6	798	355	7	2	6	6	4
5     6     .....	976	8	1,006	600	7	2	8	8	3
6     6     .....	501	5	635	422	5	5	5	5	4
7     6     .....	235	2	264	156	3	2	2	2	2
3     7     .....	75	1	145	59	2	1	1	1	1
4     7     .....	362	3	517	284	6	1	3	3	2
5     7     .....	649	8	1,220	450	6	3	8	8	7
6     7     .....	267	4	484	200	4	4	4	4	1
7     7     .....	259	2	236	302	2	2	2	2	1
Total .....	5,892	60	7,981	4,053	62	14	60	60	35

## HANCOCK

3 N., R. 5 W. ....	701	6	837	593	10	10	6	6	.....
4     5     .....	557	9	1,275	473	8	11	9	9	2
5     5     .....	322	6	733	303	5	4	6	6	3
6     5     .....	503	8	1,220	462	5	12	8	8	.....
7     5     .....	319	7	956	261	7	5	7	7	.....
City of LaHarpe .....	.....	1	.....	.....	.....	.....	.....	.....	.....
3 N., R. 6 W. ....	548	11	1,571	429	10	10	11	11	1
4     6     .....	493	8	1,250	419	8	9	8	8	2
5     6     .....	393	7	893	441	2	8	7	7	2
Carthage .....	617	1	191	459	2	6	1	1	.....
6 N., R. 6 W. ....	595	8	1,500	595	8	9	8	8	.....
7     6     .....	399	9	1,190	393	5	8	9	9	1
3     7     .....	441	9	1,257	411	4	5	9	9	4
4     7     .....	393	8	1,226	286	6	13	8	8	1
5     7     .....	431	7	1,206	420	13	6	7	7	1
6     7     .....	464	8	1,345	410	8	9	9	8	3
7     7     .....	672	8	1,308	549	5	15	6	8	1
3     8     .....	598	10	1,444	478	8	7	10	10	2
4     8     .....	388	10	1,817	363	9	9	10	10	.....
5     8     .....	834	9	1,330	567	8	9	9	9	.....
6     8     .....	558	9	1,299	500	7	11	9	9	6
7     8     .....	380	7	912	310	6	7	8	7	3
3     9     .....	266	3	440	218	4	2	3	3	2
4     9     .....	208	5	756	137	3	6	5	5	4
City of Warren .....	1,498	7	212	909	2	17	1	1	.....
6 and 7 N., R. 9 W. ....	668	3	772	381	1	5	3	3	1
Total .....	13,246	184	26,940	10,780	154	213	180	178	39

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received.....
\$1,280	\$107	\$574	\$97	.....	452	\$691	\$179	\$187	\$194
3,000	167	1,571	25	.....	768	1,739	691	321	542
2,981	196	2,470	135	\$288	962	2,665	1,650	211	577
2,569	446	1,110	66	166	700	1,536	525	347	534
2,368	82	1,095	10	.....	472	1,172	750	108	272
1,412	10	509	49	93	317	519	270	46	193
2,451	92	1,459	70	208	1,012	1,551	806	122	422
2,759	228	2,811	215	240	1,766	3,039	2,208	139	658
2,256	.....	1,470	112	.....	1,256	1,470	850	93	501
1,350	119	670	8	.....	622	789	462	52	261
1,114	23	273	27	.....	236	296	59	98	132
2,620	356	975	25	100	771	1,332	131	351	442
2,647	187	2,655	91	390	1,826	2,842	1,315	292	610
2,380	132	971	45	13	772	1,103	300	175	396
1,400	274	580	11	.....	448	864	350	100	299
\$32,616	\$2,419	\$19,214	\$986	\$1,496	\$12,380	\$21,033	\$10,546	\$2,643	\$6,099

## COUNTY.

\$678	\$130	\$3,326	\$6,020	\$1,894	\$1,395	\$453	\$4,509	\$1,511	\$2,833
634	265	2,042	3,993	1,562	916	242	3,619	374	2,700
423	84	.....	3,153	694	515	150	2,800	263	965
583	274	2,042	3,331	861	1,452	303	3,099	231	2,227
448	133	2,159	2,757	1,128	369	609	2,548	209	1,330
199	.....	.....	509	.....	.....	.....	509	.....	1,217
612	128	5,548	6,786	2,606	996	291	6,111	675	1,300
550	234	2,045	3,765	1,690	937	201	3,235	530	1,918
443	96	2,214	3,370	540	1,868	200	3,337	32	2,170
432	309	4,020	5,105	1,446	1,962	735	4,616	499	3,000
607	243	1,520	2,492	1,058	708	175	2,199	293	2,430
497	428	1,917	3,198	1,110	1,345	192	2,917	281	3,271
517	126	2,339	3,059	1,498	644	217	2,920	138	1,370
470	443	2,030	3,221	1,493	690	238	3,139	142	4,433
492	90	2,733	4,320	1,785	873	198	3,318	1,002	917
553	508	2,703	4,337	1,450	700	308	3,492	845	6,900
685	162	2,000	3,742	705	1,699	340	3,303	438	1,388
644	415	1,982	3,731	2,034	627	214	3,442	289	3,598
551	284	2,373	3,567	1,602	767	524	3,148	419	3,107
692	300	4,145	7,007	2,730	1,409	483	5,735	1,272	2,764
678	490	3,050	4,845	904	884	673	4,388	457	4,914
409	333	2,193	3,287	911	651	301	3,074	213	3,334
399	69	1,400	1,998	601	192	27	1,815	183	922
258	480	744	1,808	449	657	182	1,521	286	4,043
1,030	2,271	8,876	13,377	2,055	6,325	1,371	11,358	2,019	20,500
456	.....	2,303	2,778	360	1,054	260	2,352	426	.....
\$14,140	\$8,510	\$67,259	\$105,616	\$33,181	\$29,643	\$8,889	\$92,597	\$13,019	\$83,551



## HARDIN

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers.	Number of school districts..	Number of districts having schools 6 months or more ..	Number of districts having debts.....
11 S., R. 7 E.....	110	2	.....	.....	.....	.....	2	2	.....
12 7 .....	110	2	246	97	2	2	2	2	1
11 8 .....	372	4	528	184	4	1	4	4	4
12 8 .....	430	5	675	290	5	1	5	5	4
11 9 .....	356	6	736	338	5	4	6	6	.....
12 9 .....	339	4	528	198	4	1	4	4	4
11 10 .....	135	3	413	103	3	1	3	2	1
12 10 .....	80	1	120	39	1	1	1	1	1
13 8 .....	156	1	115	50	2	.....	2	.....	1
<b>Total .....</b>	<b>2,088</b>	<b>28</b>	<b>3,370</b>	<b>1,290</b>	<b>26</b>	<b>11</b>	<b>29</b>	<b>26</b>	<b>16</b>

## HENDERSON

8 N., R. 4 W.....	346	6	968	240	7	4	6	6	.....
9 4 .....	190	8	1,177	257	4	10	8	8	5
10 4 .....	428	7	1,645	328	6	11	8	7	.....
11 4 .....	397	7	1,232	373	13	4	7	7	.....
12 4 .....	336	6	976	316	8	4	7	6	1
8 5 .....	354	9	1,314	350	9	9	9	9	1
9 5 .....	332	7	1,069	266	6	6	7	7	1
10 5 .....	447	6	971	311	4	3	6	6	2
11 5 .....	524	6	1,232	555	3	9	4	4	.....
12 5 .....	51	2	229	42	1	1	2	2	.....
8 6 .....	241	4	555	209	3	4	4	4	.....
9 6 .....	152	3	382	117	3	2	3	3	.....
10 6 .....	19	.....	.....	13	.....	.....	.....	.....	.....
8 7 .....	38	.....	.....	23	.....	.....	.....	.....	.....
<b>Total.....</b>	<b>3,855</b>	<b>72</b>	<b>11,690</b>	<b>3,400</b>	<b>67</b>	<b>67</b>	<b>71</b>	<b>69</b>	<b>10</b>

## HENRY

Oxford.....	699	9	1,572	548	6	14	9	9	2
Clover .....	808	9	1,634	419	6	12	9	9	.....
Weller .....	602	9	1,010	259	2	5	9	7	3
Galva.....	1,513	9	1,196	1,069	4	31	9	9	3
Wethersfield.....	704	9	1,622	389	5	13	9	9	.....
Lynn.....	725	8	1,065	491	6	10	8	8	.....
Andover.....	1,034	7	1,496	312	4	8	7	7	.....
Cambridge.....	931	6	1,601	615	4	12	7	6	3
Burns.....	576	8	1,280	335	4	12	8	8	3
Kewanee.....	2,110	12	2,030	1,172	4	12	12	12	3
Western.....	804	9	1,170	402	6	11	9	9	2
Oso.....	608	8	1,247	288	7	7	9	8	2
Munson.....	512	8	1,336	310	4	12	8	8	.....
Cornwall.....	530	6	1,059	301	3	10	6	6	.....
Annawan.....	568	10	1,879	309	9	5	8	8	.....
Colona.....	815	9	1,275	457	7	10	9	9	5
Edford.....	564	6	1,238	316	7	8	6	6	1
Geneseo.....	2,252	11	2,018	918	9	27	11	11	3
Atkinson.....	604	7	1,474	335	5	5	7	7	.....
Alta.....	214	5	759	76	4	6	5	5	.....
Hanna.....	534	5	762	219	6	12	5	5	.....
Phenix.....	388	12	1,494	238	7	9	12	12	3
Loralne.....	340	6	751	240	6	7	6	6	2
Yorktown.....	412	8	1,040	269	7	5	8	8	2
<b>Total.....</b>	<b>18,848</b>	<b>196</b>	<b>32,008</b>	<b>10,207</b>	<b>132</b>	<b>263</b>	<b>196</b>	<b>192</b>	<b>37</b>

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses .....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances .....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$809			\$37		\$473	\$558	\$295		\$160
1,200			100		901	1,246	704		160
1,093				\$210	1,165	1,536	884	\$81	460
1,283			120	210	935	1,370	606	73	570
1,450			167	213	496	1,094	498	120	487
700			45	197	841	1,382	958	228	395
			16	100	91	222		37	175
			11		173	208	308	138	160
									75
\$6,546	\$392	\$7,390	\$388	\$1,229	\$5,095	\$7,782	\$4,102	\$758	\$2,544

## COUNTY.

\$996	\$833	\$2,524	\$135	\$610	\$1,566	\$3,356	\$2,366	\$99	\$417
1,778	830	3,142	302	1,287	1,207	3,971	2,261	170	422
3,974	2,026	5,203	520	1,374	1,480	7,229	3,633	406	510
3,953	440	3,896	545	451	2,279	4,327	3,179	333	525
1,200	757	2,700	227	477	1,540	3,457	2,187	127	428
1,501	1,069	4,058	219	821	1,842	5,146	3,741	150	462
4,271	158	3,757	126	1,238	1,027	3,915	2,441	415	425
1,400	1,173	2,881	241	1,001	1,514	4,054	2,079	140	493
1,170	1,504	3,866	581	1,745	1,089	5,369	3,395	119	570
725	124	863	89	194	330	987	482	76	96
1,082	206	1,232	88	450	455	1,438	725	108	525
393	189	661	21	300	328	850	540	39	255
390	103	89			77	192		40	65
	70	322	193			392	161		38
\$22,832	\$9,501	\$35,191	\$3,286	\$9,949	\$14,733	\$44,693	\$27,190	\$2,223	\$5,002

## COUNTY.

\$4,479	\$467	\$4,137	\$190	\$1,547	\$1,110	\$4,604	\$3,135	\$448	\$571
2,146		127	127	1,219	1,290	6,507	3,841	103	620
2,588		88	88	1,353	822	6,492	3,016	271	543
9,501	4,709	1,576	5,555	5,555	1,843	10,332	12,969	1,361	742
6,700	2,352	4,740	701	2,136	931	7,092	4,561	678	578
2,358	710	2,079	185	668	668	3,003	1,469	190	566
3,972	2,661	3,462	1,120	1,259	1,259	6,123	3,162	433	474
1,033	987	7,339	982	1,663	1,663	8,319	6,460	103	641
1,382	760	3,380	1,775	505	505	4,139	2,604	103	507
1,877	9,381	1,317	7,336	1,750	1,750	27,198	16,048	262	1,394
7,028	1,207	3,369	1,632	743	743	4,576	2,763	667	624
13,959	561	3,224	1,187	1,243	1,243	3,785	1,002	1,491	551
6,464	845	3,076	1,381	910	910	3,921	2,260	678	492
6,679	670	2,171	1,271	536	536	2,841	1,353	665	500
3,577	814	385	2,247	1,727	1,727	6,876	5,169	621	501
6,156	1,948	390	1,195	1,520	1,520	6,657	4,594	909	560
1,695	1,143	146	865	876	876	3,080	1,980	164	466
4,699	1,036	1,644	6,305	2,444	2,444	21,727	13,149	522	1,390
3,802		5,660	1,983	953	953	7,404	5,574	354	526
4,631	480	205	449	740	740	1,981	1,239	434	308
1,604	115	474	389	718	718	1,725	966	164	269
4,100	620	122	1,345	643	643	3,284	1,629	410	404
2,434	104	127	449	726	726	1,762	969	243	381
	406	125	828	1,000	1,000	2,711	1,861	323	408
\$105,367	\$37,676	\$127,777	\$10,438	\$46,265	\$36,621	\$165,453	\$101,851	\$11,596	\$14,056

## IROQUOIS

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts .....
24 N., R. 10 E.....	572	5	1, 109	400	5	5	6	5	2
24 11 .....	11	1	196	11	1	1	1	1	1
24 14 W. ....	183	7	950	175	3	7	7	5	6
24 13 .....	206	5	710	160	3	7	5	5	2
24 12 .....	108	4	733	92	2	5	5	4	4
24 10 and 11.....	182	6	736	217	5	6	6	6	4
25 10 E. ....	382	2	1, 194	372	4	9	6	6	4
25 11 .....	54	5	240	59	1	3	2	2	2
25 14 W. ....	210	6	793	179	3	7	8	6	1
25 13 .....	437	10	1, 474	392	8	13	11	10	10
25 12 .....	415	8	1, 212	355	8	7	9	8	2
25 10 and 11.....	250	8	973	176	4	11	10	6	4
26 10 E. ....	421	8	1, 214	315	4	13	10	7	3
26 11 .....	298	3	462	187	3	6	3	3	1
26 14 W. ....	329	9	1, 260	305	10	9	10	9	7
26 13 .....	174	6	819	171	4	8	7	6	4
26 12 .....	367	5	1, 545	353	6	9	6	5	3
26 10 and 11.....	323	7	1, 057	297	6	8	9	7	1
27 10 E. ....	182	7	522	162	3	3	9	.....	.....
27 11 .....	60	.....	.....	51	.....	.....	.....	.....	.....
27 14 W. ....	850	8	1, 140	814	4	11	10	8	4
27 13 .....	261	7	980	235	2	9	7	7	3
27 12 .....	732	9	2, 394	629	6	16	9	9	3
27 10 and 11.....	332	8	1, 059	302	5	10	8	7	4
28 10 E. ....	97	4	500	105	.....	4	1	1	.....
28 11 .....	15	.....	.....	.....	.....	.....	.....	.....	.....
28 14 W. ....	493	8	1, 200	327	2	11	9	8	6
28 13 .....	329	7	1, 105	318	2	8	7	7	6
28 12 .....	251	4	550	123	1	4	5	4	2
28 10 and 11.....	337	7	942	265	5	9	8	7	2
29 10 E. ....	86	3	376	80	2	5	3	3	2
29 11 E., and 14 W.	136	4	483	330	3	5	5	4	1
29 13 W. ....	239	4	553	160	4	4	4	4	3
29 12 .....	340	6	1, 220	230	3	10	5	5	3
29 10 and 11.....	235	4	561	134	2	2	4	4	3
Total.....	9, 898	195	30, 262	8, 481	123	245	214	178	98

## JACKSON

7 S., R. 1 W. ....	237	5	759	224	5	3	5	5	1
7 2 .....	263	6	760	180	3	3	6	6	.....
7 3 .....	384	4	479	300	4	2	4	4	3
7 4 .....	422	5	792	323	7	2	5	5	1
7 5 .....	92	1	132	43	1	1	1	1	1
8 1 .....	352	6	840	300	3	4	5	5	.....
8 2 .....	414	9	1, 045	955	8	1	9	9	3
8 3 .....	294	4	493	220	.....	4	5	4	2
8 4 .....	250	5	606	209	3	3	5	5	3
8 5 .....	137	1	118	64	1	.....	3	1	1
9 1 .....	1, 012	10	976	760	8	10	8	7	5
9 2 .....	1, 188	8	1, 238	812	7	4	8	8	4
9 3 .....	134	3	189	63	1	2	1	1	.....
9 4 .....	88	1	128	122	1	.....	2	1	.....
9 5 .....	77	.....	.....	.....	.....	.....	2	.....	.....
10 1 .....	540	8	1, 060	370	8	3	9	7	7
10 2 .....	371	5	617	296	3	2	6	5	4
10 3 .....	68	.....	.....	.....	.....	.....	2	.....	.....
10 4 .....	366	3	390	263	2	3	1	1	.....
11 3 and 4.....	51	1	130	36	1	.....	2	1	1
Total.....	6, 740	85	10, 759	5, 520	66	47	89	76	36

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts including balances .....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received. ....
\$5,499	\$604	\$5,771	\$451	\$1,345	\$2,081	\$6,312	\$3,738	\$825	\$671
3,021	596	309	40	279	348	319	88	157	23
11,971	596	2,798	269	974	601	3,393	1,567	1,325	329
9,738	753	2,310	160	1,035	548	3,064	891	1,034	292
10,407	698	2,119	67	1,047	595	2,817	488	1,551	248
11,777	665	1,460	219	514	1,235	2,145	374	811	327
4,000	427	5,504	226	1,964	1,300	5,930	3,727	688	537
2,051	2	869	100	263	400	871	482	273	52
1,180	508	2,101	191	884	1,155	2,609	1,418	114	431
1,060	169	3,689	220	985	1,287	3,858	2,909	43	480
6,027	413	4,118	311	529	480	4,531	2,230	496	570
4,491	37	3,777	120	929	728	3,814	2,481	99	422
2,530	855	4,583	382	779	856	5,438	4,008	418	473
400	513	1,910	215	804	1,180	2,423	1,666	18	261
1,664	207	3,040	120	684	361	3,248	2,687	170	391
2,444	193	2,680	194	682	557	2,873	1,239	244	310
2,661	50	1,768	115	303	814	1,818	784	164	475
3,969	1,377	2,448	69	740	745	3,825	2,299	443	438
248	2,562	2,156	160	607	207	4,717	2,431	65	390
146	203	4			1,345	7,764	5,040	129	72
2,075	1,039	6,725	1,086	2,609	324	2,609	1,648	49	609
1,019	700	1,909	154	1,271	1,979	2,609	1,648	49	415
2,807	1,057	11,248	790	3,155	597	12,305	8,337	311	839
3,623	344	2,238	351	810	1,436	2,582	1,463	305	465
269	389	1,047	64	710	51	1,436	636	39	267
37	37	13	1	13	840	6,207	4,518	355	43
3,548	1,574	4,632	325	2,101	260	6,207	4,518	355	529
2,686	233	1,752	365	828	302	1,985	1,081	285	508
1,234	449	1,039	143	349	643	1,488	624	180	337
2,545	592	1,781	126	736	316	2,373	1,257	254	462
6,735	490	1,932		642	1,167	2,422	1,281	615	183
4,200	1,283	4,634	246	960	295	5,917	2,859	398	476
2,288	474	2,078	44	295	343	2,552	1,699	277	317
2,000	36	2,168	75	1,137	341	2,204	1,532	74	452
778	21	1,745	141	607	335	1,767	1,259	49	390
\$121,136	\$19,550	\$98,323	\$7,539	\$32,891	\$32,882	\$117,873	\$68,759	\$12,456	\$13,452

## COUNTY.

400	\$32	\$1,903	\$2,456	\$684	\$700	\$110	\$1,931	\$534	\$323
385	147	700	1,314	500	340	60	939	375	1,230
493	60	1,190	2,044	734	74	67	1,785	259	600
496	59	1,030	1,629	1,048	184	43	1,455	174	648
102		197	299	277		8	291	9	
671	5	1,779	3,589	739	787	138	2,848	741	
476	54	1,886	2,750	1,679	184	129	2,466	284	851
393	123	1,210	1,975	169	932	69	1,534	442	790
412	107	848	1,539	523	720	50	1,539		746
234	134	268	649	325		38	646	3	848
971	20	11,424	13,477	3,698	3,281	890	12,830	647	258
1,067	58	8,006	9,125	3,530	1,490	140	8,874	251	580
322	112	60	584	349		31	584		1,346
210			210	210			210		992
		226	226				17	209	1,590
610	28	3,205	3,931	1,680	488	86	3,142	788	426
448	51	1,081	1,889	1,352	321	113	1,843	46	510
229	52		549				20	530	438
331		7,443	8,071	1,664	1,710	334	6,011	59	1,191
79		200	279	120			279		
\$2,330	\$1,050	\$42,651	\$56,586	\$19,279	\$11,212	\$2,305	\$51,235	\$5,351	\$13,366

## JASPER

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts.....	Number of districts having schools 6 months or more..	Number of districts having debts.....
5 W., R. 8 E.....	198	5	670	105	4	1	5	5	5
5 9.....	283	6	710	262	3	7	6	5	5
5 10.....	249	5	660	196	5	2	5	5	5
5 11.....	84	2	240	46	2	1	2	2	2
5 14 W.....	80	2	264	60	2	2	12	5	2
6 8 E.....	305	5	648	303	6	5	5	5	2
6 9.....	489	6	359	370	9	4	7	6	5
6 10.....	202	3	354	114	2	2	3	3	3
6 11.....	125	3	461	98	2	1	2	2	2
6 14 W.....	249	5	716	318	3	2	5	5	4
7 8 E.....	178	6	733	370	2	4	6	6	5
7 9.....	301	6	814	202	6	3	6	6	1
7 10.....	358	7	816	260	6	9	7	7	4
7 11.....	73	3	369	50	2	3	3	3	5
7 14 W.....	286	5	609	220	4	1	5	5	2
8 8 E.....	247	4	605	242	3	1	5	4	4
8 9.....	340	4	480	277	4	4	4	4	4
8 10.....	245	6	774	256	7	5	6	6	3
8 11.....	37	3	360	37	1	2	3	3	1
8 14 W.....	298	4	525	220	4	3	4	4	3
Total .....	4,520	86	11,187	3,967	77	55	86	86	58

## JEFFERSON

1 S., R. 1 E.....	255	4	494	235	3	1	4	4	2
2 1.....	427	4	511	210	2	2	4	4	1
3 1.....	429	5	650	220	5	2	5	5	2
4 1.....	274	5	585	203	7	5	5	5	1
1 2.....	528	8	1,140	298	6	3	8	8	4
2 2.....	418	6	792	375	4	4	6	6	2
3 2.....	401	5	665	266	11	2	5	5	4
4 2.....	415	7	889	384	5	2	7	7	4
1 3.....	429	5	809	305	7	2	5	5	3
2 3.....	1,098	8	1,364	704	5	11	8	8	1
3 3.....	340	5	600	409	1	4	5	5	1
4 3.....	512	7	900	512	5	2	7	7	5
1 4.....	425	5	630	402	4	1	5	5	2
2 4.....	426	6	832	306	6	6	6	6	2
3 4.....	595	8	1,004	400	6	5	8	8	7
4 4.....	481	4	510	324	3	1	4	4	4
Total .....	7,453	92	12,375	5,643	80	42	92	92	45

## JERSEY

6 N., R. 11 W.....	360	4	520	278	4	1	4	4	1
6 12.....	354	3	481	296	3	1	1	1	1
6 13.....	151	2	180	51	2	1	1	1	1
7 10.....	471	5	846	370	4	2	5	5	2
7 11.....	323	8	1,588	990	7	8	6	6	2
7 12.....	429	9	1,382	362	3	6	9	9	2
7 13.....	201	5	492	172	5	1	2	2	2
8 10.....	372	4	835	301	4	3	4	4	1
8 11.....	1,260	15	2,132	680	9	17	12	10	1
8 12.....	524	8	1,152	360	12	5	8	8	3
8 13.....	345	5	600	181	4	2	5	5	1
9 10.....	205	3	496	131	2	2	3	3	2
9 11.....	143	2	248	85	2	2	2	2	1
9 13.....	23	1	125	23	1	1	1	1	1
Total .....	5,161	74	11,077	3,590	62	49	63	61	14

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$2,535	\$162	\$793	51	\$213	\$456	\$955	\$467	\$220	\$255
2,219	66	1,418	72	198	639	1,484	911	921	351
2,091	57	904	65	187	604	981	337	909	306
1,312	66	924	19	420	194	290	91	121	147
1,475	.....	560	30	.....	360	360	317	44	196
2,125	164	1,714	208	250	1,398	1,878	1,303	170	385
2,300	1,000	1,545	91	236	1,000	2,545	1,730	930	514
3,150	4	621	28	162	343	624	57	362	302
1,263	22	1,120	131	273	640	1,142	294	122	190
1,780	49	1,148	128	434	532	1,197	263	116	442
2,690	70	1,531	37	235	156	1,601	814	218	345
1,000	313	1,665	82	433	1,250	1,977	1,474	23	380
2,201	277	915	69	16	366	1,192	347	452	452
1,035	32	930	169	222	199	362	239	60	60
984	.....	675	32	222	394	675	158	331	331
1,400	338	1,175	109	225	768	1,513	761	319	319
2,440	11	876	34	211	609	896	211	413	413
1,658	495	1,359	116	267	715	1,855	1,059	422	422
1,200	98	229	11	107	95	327	75	62	62
1,638	56	1,044	18	611	341	1,100	692	93	315
\$36,898	\$3,280	\$19,826	\$1,501	\$4,281	\$11,904	\$23,005	\$11,596	\$3,164	\$6,158

## COUNTY.

\$383	\$136	\$535	\$1,318	\$751	\$114	\$45	\$1,127	\$190	\$1,517
495	66	339	1,005	381	317	23	805	200	1,322
458	102	1,351	1,973	1,118	120	56	1,961	12	1,020
377	96	424	1,064	975	.....	57	1,059	6	1,008
602	138	999	1,871	1,239	211	71	1,691	180	955
492	88	815	1,670	774	615	26	1,535	135	877
519	35	610	1,294	965	55	74	1,243	51	351
512	22	1,066	2,169	1,053	375	173	1,829	340	429
522	72	877	1,809	978	90	38	1,671	138	597
960	138	3,688	4,878	1,526	1,759	459	4,748	130	1,203
433	67	570	1,962	190	808	944	1,262	.....	1,668
694	1	1,006	1,739	1,025	498	109	1,702	30	1,300
494	96	374	1,270	813	180	82	1,102	167	1,702
511	90	525	1,316	872	.....	60	1,138	178	300
538	108	1,298	2,035	977	385	142	1,916	119	1,082
524	46	984	1,534	371	224	486	1,554	.....	683
\$8,513	\$1,230	\$15,490	\$28,220	\$14,102	\$5,749	\$2,144	\$26,343	\$1,877	\$16,015

## COUNTY.

\$371	\$244	\$1,473	\$2,217	\$1,370	\$120	\$194	\$2,151	\$66	\$2,241
341	1,097	1,459	3,053	1,202	.....	53	2,735	318	8,786
88	365	.....	1,136	441	75	36	859	277	2,609
605	304	1,700	3,283	1,777	375	106	2,543	740	3,960
363	365	2,662	2,481	1,031	1,095	.....	3,214	267	3,774
529	97	2,176	3,333	1,200	800	200	2,655	678	2,700
337	254	481	1,089	674	158	84	1,028	61	2,100
509	177	2,549	4,129	1,719	560	175	2,578	1,550	2,500
1,583	303	12,023	15,259	3,819	3,560	501	14,226	1,033	6,612
591	915	2,269	4,028	1,910	588	330	3,696	342	2,098
470	91	1,835	2,683	892	340	4	1,276	1,407	980
302	101	913	1,345	550	322	63	1,253	94	1,388
138	17	455	632	600	.....	42	725	109	238
39	11	.....	50	50	.....	.....	50	.....	112
\$6,265	\$3,731	\$29,935	\$45,917	\$17,186	\$7,993	\$1,788	\$38,974	\$6,942	\$40,097

## JO DAVIESS

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers..	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more..	Number of districts having debts.....
26 N., R. 1 E.....	88	1	147	85	1	1	1	1	1
26 2 .....	331	5	895	303	4	6	5	5	5
26 3 .....	415	7	934	305	7	9	8	7	5
26 4 .....	285	6	964	285	6	9	6	6	2
26 5 .....	229	4	640	201	2	5	4	4	4
27 1 .....	181	3	493	152	2	2	3	3	1
27 2 .....	601	7	1,248	601	5	9	6	6	1
27 3 .....	321	7	964	252	4	9	6	6	1
27 4 .....	398	8	1,039	375	7	9	8	8	4
27 5 .....	161	4	599	150	4	5	4	4	4
28 1 .....	541	6	790	353	1	8	6	6	1
28 2 .....	371	6	1,056	346	6	5	6	6	4
28 3 .....	463	6	1,033	247	3	10	6	6	4
28 4 .....	309	8	1,144	307	3	13	8	8	3
28 5 .....	307	6	1,160	317	3	10	6	6	1
28 1 W.....	271	3	464	260	1	2	3	3	1
29 1 E.....	321	4	608	306	2	3	4	4	4
29 2 .....	327	6	1,012	317	3	10	6	5	3
29 3 .....	231	7	1,012	231	2	12	7	7	7
29 4 .....	668	6	964	666	3	11	7	6	2
29 5 .....	170	2	366	168	2	2	1	1	1
29 1 W.....	220	3	500	225	3	3	3	3	1
29 2 .....	509	3	598	360	4	5	3	3	3
City of Galena.....	166	6	1,314	893	4	15	1	1	1
Total .....	10,964	126	19,854	7,605	80	170	118	115	35

## JOHNSON

11 S., R. 2 E.....	572	4	598	543	5	.....	4	4	1
11 3 .....	555	5	739	329	5	.....	5	5	3
11 4 .....	473	4	519	378	4	.....	4	4	.....
12 2 .....	426	6	766	360	8	.....	6	6	4
12 3 .....	465	5	605	320	4	1	5	5	1
12 4 .....	364	5	720	268	6	.....	5	5	5
13 2 .....	527	7	860	353	7	.....	7	7	2
13 3 .....	591	6	760	385	7	.....	6	6	1
13 4 .....	427	6	780	404	6	.....	6	6	2
Total .....	4,400	48	6,263	3,340	52	2	48	48	19

## COUNTY.

Amount of township fund.	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.....	Total receipts including balances .....	Amount of district tax .....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,938	\$484	\$396	\$15	\$117	\$350	\$396	\$935	\$904	\$154
2,472	79	2,015	270	760	615	2,499	1,316	352	541
2,463	397	2,012	137	546	1,169	2,082	1,541	219	491
1,145	338	2,308	101	744	844	2,705	657	123	457
1,139	185	1,014	197	251	965	1,352	791	114	275
2,632	524	1,589	43	458	180	1,774	3,696	940	334
1,345	524	4,469	265	1,233	1,517	4,993	896	70	690
1,763	629	1,589	112	525	615	2,113	1,929	202	484
1,990	241	2,802	245	617	1,104	3,430	961	203	546
363	1,009	1,177	98	396	407	1,417	1,442	36	257
4,595	247	1,702	332	830	160	2,711	1,497	523	467
2,159	241	2,167	92	363	1,336	2,413	1,394	155	552
1,591	635	1,934	90	645	380	2,175	1,739	109	493
2,576	441	2,766	207	1,066	601	3,409	1,648	335	594
3,970	946	2,628	188	1,226	816	3,068	1,982	414	381
6,228	208	1,872	68	340	375	2,819	914	476	305
707	187	1,102	180	540	350	1,310	1,723	33	345
2,781	672	2,243	152	759	460	2,243	650	94	406
1,331	255	1,543	293	686	236	1,730	6,402	144	293
598	588	9,869	741	2,295	1,220	10,541	1,200	60	635
4,000	568	1,870	319	751	357	2,125	715	451	831
2,082	636	976	128	.....	827	1,563	3,371	177	347
1,131	896	3,721	577	1,257	1,225	4,357	4,764	86	513
.....	.....	10,751	2,307	5,040	2,675	11,647	.....	456	2,367
\$50,996	\$10,361	\$64,514	\$7,158	\$21,492	\$18,183	\$74,875	\$41,310	\$5,280	\$12,086

## COUNTY.

Amount of township fund.	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.....	Total receipts including balances .....	Amount of district tax .....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,201	\$37	\$956	\$40	.....	\$810	\$993	\$387	\$30	\$565
710	.....	1,216	50	.....	1,144	1,214	606	79	544
890	208	1,308	39	.....	1,066	1,515	625	86	549
1,177	58	1,655	44	30	1,444	1,713	1,000	107	518
1,107	118	1,339	50	200	1,010	1,457	632	135	549
1,014	.....	1,718	64	.....	1,064	1,718	1,096	101	507
1,172	110	1,619	60	.....	1,470	1,739	960	111	658
868	1,846	2,846	261	.....	1,860	4,767	3,052	75	594
720	129	1,484	50	.....	1,283	1,612	923	36	598
\$8,878	\$2,617	\$14,103	\$659	\$230	\$11,151	\$16,723	\$9,275	\$752	\$5,061



## KANE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts.....	Number of districts having schools 6 months or more.....	Number of districts having debts.....
Aurora.....	4,743	14	1,730	3,235	8	44	10	10	1
Big Rock.....	292	8	1,254	250	5	12	8	8	1
Blackberry.....	431	10	1,706	357	5	12	10	10	1
Burlington.....	485	10	1,402	280	6	10	10	10	2
Batavia and Geneva.....	2,031	9	1,628	1,247	7	15	10	9	4
Campton.....	311	8	1,267	238	6	8	12	12	5
Dundee.....	659	12	1,939	408	7	19	12	12	3
Elgin.....	2,478	26	3,682	1,971	5	39	12	11	1
Hampshire.....	393	8	1,219	307	5	10	8	7	3
Kaneville.....	370	9	1,291	301	7	14	9	8	2
Plato.....	306	9	1,271	227	3	14	9	9	1
Rutland.....	413	10	1,617	442	6	14	10	10	2
St. Charles.....	607	8	1,311	631	4	12	8	8	1
Sugar Grove.....	249	7	1,190	254	3	10	7	7	1
Virgil.....	481	9	1,443	390	4	11	11	11	2
Total.....	14,249	1,123	23,950	10,538	79	244	146	142	34

## KANKAKEE

32 N., R. 14 and 15 E.....	396	9	1,146	356	6	12	10	8	4
33 13 E.....	351	9	2,075	860	8	19	9	9	4
22 12.....	547	9	1,871	522	5	12	9	9	2
32 11.....	599	10	1,385	321	7	13	10	10	5
31 14 and 15 E.....	205	6	795	147	2	10	6	6	1
31 13 E.....	265	7	1,141	203	4	6	7	7	1
31 12.....	1,433	8	2,087	1,015	8	14	8	8	2
31 11.....	293	9	1,270	212	5	13	9	9	2
31 10.....	325	11	1,056	467	5	12	11	11	6
31 9.....	365	9	1,232	364	4	11	9	9	1
30 10 and 11 W.....	39	1	176	21	2	2	1	1	1
30 12 W.....	305	6	780	155	4	6	6	6	7
30 13.....	1,081	9	1,276	805	8	21	9	9	7
30 14 W. and 11 E.....	348	8	1,060	324	3	10	9	8	3
30 10 E.....	454	8	1,188	278	4	6	8	8	4
30 9.....	387	9	1,254	287	7	9	9	8	5
29 10 and 11 W.....	24	2	264	174	3	2	1	1	2
29 12 W.....	209	1	132	19	1	1	2	2	2
29 13.....	142	4	705	122	4	4	4	4	2
29 14 W. and 11 E.....	136	2	308	48	5	2	3	2	2
29 10 E.....	97	2	278	108	1	3	2	2	2
29 9.....	92	3	426	74	1	4	3	3	1
Momence Union District.....	433	1	200	304	4	8	1	1	1
Total.....	8,455	143	22,105	7,206	95	200	146	141	22

## KENDALL

Oswego.....	464	9	1,762	316	6	10	9	6	1
Bristol.....	547	12	1,850	475	6	24	12	12	1
Little Rock.....	545	7	2,072	555	3	10	9	7	1
Fox.....	354	12	1,562	283	8	14	13	12	1
Kendall.....	330	7	1,437	291	5	11	7	7	1
Na-au-say.....	380	8	1,452	155	6	10	8	8	1
Seward.....	304	7	1,121	424	5	5	7	7	1
Lisbon.....	397	8	1,594	400	5	11	8	8	3
Big Grove.....	573	9	1,940	566	6	9	9	9	1
Total.....	3,894	79	14,740	3,465	50	104	82	76	7

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$2,021	\$15,410	\$47,452	\$5,713	\$17,127	\$7,239	\$62,861	\$43,130	\$112	\$2,836
3,889	720	3,323	194	1,575	461	4,043	2,319	499	456
2,195	858	5,152	879	2,225	900	6,009	4,204	389	519
1,288	224	2,491	350	900	800	2,714	1,195	130	502
2,176	509	18,537	3,993	4,645	5,065	19,046	17,079	175	1,171
2,116	948	4,044	384	663	1,453	4,994	3,480	180	368
3,195	816	4,438	265	2,382	1,552	5,254	2,592	369	701
1,300	1,990	17,628	2,310	10,854	2,461	19,618	13,988	144	1,736
1,961	318	2,229	217	1,162	625	2,547	1,438	195	519
2,705	408	3,087	332	1,479	889	3,995	2,129	192	509
3,078	624	2,951	472	1,832	984	3,576	2,000	202	463
4,290	244	3,305	995	1,953	893	3,639	2,192	929	513
4,369	945	7,814	1,274	2,749	2,014	8,759	5,742	593	702
2,120	122	2,830	875	632	642	2,952	1,948	189	430
2,127	442	3,704	342	1,420	934	4,146	2,600	173	582
\$38,836	\$24,577	\$129,574	\$17,895	\$50,899	\$26,214	\$154,151	\$106,016	\$3,677	\$12,907

## COUNTY.

\$2,799	\$987	\$4,617	\$206	1,967	\$679	\$5,003	\$2,970	\$324	\$536
6,513	305	3,179	271	1,503	560	3,485	2,005	446	453
12,251	2,225	5,832	494	1,842	1,556	8,057	4,707	1,644	612
1,819	340	3,491	487	1,221	953	3,831	2,799	118	440
2,169	249	1,807	91	971	226	2,056	1,111	115	542
6,226	595	3,095	270	1,163	849	4,811	1,633	740	497
1,647	591	2,983	38	1,137	1,554	3,575	1,384	172	1,431
1,060	504	2,874	202	1,493	324	3,379	2,543	106	396
4,125	369	2,075	350	652	499	2,444	1,706	245	493
3,089	558	3,564	153	1,431	696	4,122	2,405	262	452
299	264	264	28	226	563	563	969	231	231
3,705	542	1,816	900	667	582	2,358	969	485	424
6,700	235	3,532	300	599	840	3,767	1,890	670	970
10,058	891	1,788	189	586	402	2,679	1,320	893	466
6,000	533	2,625	300	973	442	3,159	1,357	864	439
4,810	1,152	3,968	591	1,093	951	5,117	2,629	931	450
.....	85	297	16	116	319	319	150	4	159
.....	36	1,292	54	425	287	1,398	770	40	352
.....	265	1,435	120	810	354	1,700	1,001	.....	156
.....	1,003	1,929	100	136	231	2,932	1,758	397	178
.....	490	2,161	.....	642	315	2,650	1,149	615	132
.....	.....	18	18	758	140	1,359	1,028	.....	129
.....	515	28,123	737	697	2,038	28,638	6,375	.....	.....
\$72,390	\$12,771	\$83,433	\$5,215	\$20,411	\$14,733	\$97,327	\$43,950	\$9,273	\$9,939

## COUNTY.

\$2,089	\$839	\$3,725	\$925	\$1,584	\$616	\$4,564	\$2,280	\$207	\$543
1,600	944	5,138	480	2,440	1,220	6,082	4,495	160	602
.....	1,525	5,110	300	2,380	1,196	6,635	4,331	.....	593
2,535	669	2,798	303	1,444	906	3,466	1,438	297	468
1,237	650	2,146	166	1,073	688	2,816	1,447	190	493
1,114	1,196	2,267	406	983	839	3,463	1,484	111	415
1,815	367	2,684	165	946	856	3,258	2,301	199	398
11,303	559	2,993	228	1,359	1,026	3,552	1,099	1,065	463
904	1,094	3,547	43	1,582	1,444	4,641	2,588	91	592
\$22,598	\$9,862	\$30,608	\$3,018	\$13,732	\$8,792	\$38,470	\$21,462	\$2,321	\$4,567

## KNOX

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more..	Number of districts having less than 6 months.....
Indian Point.....	690	8	1,419	544	9	10	8	8	1
Cedar.....	469	8	1,442	378	7	12	8	8	2
Galesburg.....	210	5	870	197	1	7	5	5	1
Henderson.....	519	14	2,041	442	8	22	13	12	1
Rio.....	379	10	1,706	316	10	11	10	9	1
Chestnut.....	407	7	1,182	362	8	6	7	7	
Orange.....	353	8	1,200	215	3	13	8	8	
Knox.....	293	7	1,469	261	7	13	11	7	
Sparta.....	555	10	1,846	517	11	17	10	10	2
Ontario.....	679	9	1,879	399	4	16	9	9	1
Maquon.....	457	8	1,330	535	4	8	8	8	
Haw Creek.....	526	10	1,177	520	8	6	10	9	
Peruifer.....	281	8	1,141	240	7	10	8	8	3
Copley.....	402	9	1,375	442	7	12	9	8	
Walnut Grove.....	651	12	1,934	430	10	21	12	11	
Salem.....	560	10	2,173	553	13	10	10	9	2
Elba.....	339	8	1,420	266	5	16	8	8	
Truro.....	286	8	1,000	345	4	13	8	7	3
Victoria.....	389	8	1,216	409		13	8	8	
Lynn.....	296	9	1,648	270	6	15	9	9	3
City of Galesburg.....	3,572	10	192	2,219	3	26	1	1	
City of Knoxville.....	584	1	210	351	1	7	1	1	
City of Abingdon.....	296	1	192	257	1	4	1	1	1
Total.....	13,193	188	30,062	10,618	137	288	182	172	26

## LAK

Antioch.....	355	10	1,490	246	6	14	10	9	4
Antioch (fractional).....	110	2	264	73	2	2	2	2	2
Avon.....	300		1,608	492	7	15	11	11	2
Benton.....	254	6	1,086	268	4	15	6	6	4
Cuba.....	364	6	911	264	6	6	6	6	2
Deerfield.....	530	1	1,050	287	3	8	6	6	2
Ela.....	425	7	1,879	272	6	8	14	14	2
Fremont.....	323	8	1,071	253	3	10	8	8	2
Grant.....	316	4	499	205	1	6	4	4	2
Libertyville.....	428	8	1,212	362	7	10	9	9	3
Newport.....	428	9	1,602	546	8	10	9	9	3
Shields.....	193	3	457	146	2	3	3	3	2
Vernon.....	392	8	1,201	325	4	9	10	10	1
Warren.....	476		1,686	284	8	14	7	7	1
Waukegan.....	160	5	620	147	3	6	5	4	1
Wauconda.....	261	7	1,268	361	7	8	7	7	2
City of Waukegan.....	2,520	3	2,092	1,132	1	12	1	1	
City of Lake Forest.....	248	1	198	109	1	1	1	1	
Total.....	8,083	117	20,196	5,730	79	157	119	117	24

## COUNTY.

Amount of township fund..	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teach. r.s.	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,790	\$1,921	\$5,073	\$610	\$1,655	\$2,597	\$6,994	\$4,792	\$306	\$706
1,539	817	4,529	195	1,110	973	5,346	2,557	208	479
752	340	1,624	160	1,013	210	2,164	1,153	74	324
894	558	2,827	233	1,937	1,106	4,385	3,184	82	629
1,360	1,996	3,841	148	1,129	1,851	5,637	3,064	154	452
1,874	1,109	3,027	190	530	1,911	4,136	2,308	224	440
2,006	239	2,310	64	1,470	490	2,549	1,594	144	513
1,755	851	2,363	157	1,369	660	3,214	1,652	144	410
1,313	1,022	4,444	544	1,803	1,737	5,467	3,545	122	642
745	2,464	7,395	354	3,076	1,581	9,859	6,837	97	680
1,393	2,182	4,442	750	1,594	1,355	6,624	4,487	160	590
1,987	719	4,106	138	1,070	1,915	4,826	3,173	216	519
1,300	151	1,876	184	874	656	2,027	1,334	93	444
1,633	1,490	2,826	292	1,194	1,063	4,416	2,741	162	539
4,171	958	5,999	400	2,375	1,297	6,957	4,148	444	689
1,785	1,073	8,641	377	1,549	3,105	9,713	7,552	154	617
1,404	825	3,423	133	1,652	909	4,248	2,335	140	468
943	498	2,127	407	549	394	2,626	1,835	84	477
1,842	1,374	3,290	124	2,401	807	4,664	2,712	184	525
1,545	416	3,381	495	1,494	807	3,798	2,895	150	465
4,176	398	20,253	3,253	11,991	3,050	20,652	17,237	385	2,390
.....	.....	3,725	525	2,100	1,000	3,725	3,360	.....	365
899	12	8,709	752	1,277	1,100	8,721	5,298	82	212
\$36,772	\$21,614	\$111,331	\$10,486	\$45,213	\$30,396	\$132,945	\$89,899	\$3,777	\$13,568

## COUNTY.

\$437	\$158	\$1,750	\$2,751	\$572	\$584	\$267	\$2,345	\$406	\$2,039
148	429	412	1,156	138	112	11	490	199	3,274
439	164	2,280	3,392	874	1,075	175	3,191	101	2,215
265	238	984	1,792	806	497	95	1,652	140	1,668
373	599	1,442	2,858	903	953	232	2,640	218	5,162
498	110	2,024	2,813	701	500	171	1,917	911	1,918
502	333	1,917	3,125	1,144	12,130	163	2,928	197	3,463
444	441	1,805	3,456	431	1,435	178	2,826	601	2,861
275	455	413	1,568	200	580	88	1,492	.....	2,806
421	221	2,246	3,433	1,556	940	985	3,191	241	2,383
495	111	1,570	2,422	1,053	612	166	1,966	456	1,543
204	85	1,326	1,748	385	437	172	1,694	53	1,212
484	567	2,056	3,160	793	859	276	2,599	561	4,006
501	311	1,560	3,056	1,200	508	506	2,576	481	2,976
210	63	813	1,565	404	468	133	1,217	442	511
391	287	3,013	4,362	1,062	1,061	337	3,890	472	3,044
1,630	419	12,408	14,472	1,500	3,687	1,560	14,495	.....	3,609
171	.....	1,123	1,294	800	333	113	1,295	.....	.....
\$7,889	\$5,011	\$30,142	\$58,456	\$14,141	\$15,854	\$4,927	\$52,552	\$5,479	\$43,715

## LAWRENCE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having schools 6 months or more...
29 N., R. 2 E.....	416	11	1,760	.....	5	14	9	9	9
30 2.....	419	10	1,304	295	9	14	10	10	10
31 1.....	457	10	1,869	468	5	12	10	10	10
31 2.....	353	8	1,080	392	7	16	9	6	6
31 3.....	1,064	10	1,447	727	4	8	10	9	9
31 4.....	390	9	1,287	933	8	14	9	9	9
31 5.....	225	8	1,459	275	12	7	9	6	6
32 1.....	493	8	1,662	326	9	10	8	9	9
32 2.....	329	9	1,270	252	9	13	9	9	9
32 3.....	370	10	1,527	267	5	11	10	10	10
32 4.....	402	9	1,174	390	11	10	9	9	9
32 5.....	456	6	905	.....	3	5	6	6	6
33 1.....	2,773	15	202	2,023	5	9	7	7	7
33 2.....	559	7	1,166	.....	5	35	7	7	7
33 3.....	280	8	1,110	253	5	10	10	7	7
33 4.....	560	7	907	459	6	10	7	6	6
33 5.....	781	10	246	.....	12	9	10	10	10
34 1.....	459	9	1,543	429	8	10	9	9	9
34 2.....	336	9	1,668	300	4	9	9	9	9
34 3.....	256	8	1,918	256	8	12	10	.....	.....
34 4.....	351	8	1,232	448	3	5	9	8	8
34 5.....	490	10	1,567	425	13	5	10	10	10
35 1.....	488	9	1,595	554	9	9	9	9	9
35 2.....	380	9	1,902	307	5	13	9	9	9
35 3.....	362	10	1,636	309	9	18	12	9	9
35 4.....	349	7	988	367	10	5	6	6	6
35 5.....	364	8	.....	.....	.....	.....	8	8	8
36 1.....	1,725	10	1,590	1,140	10	19	10	10	10
36 2.....	301	9	1,403	229	7	14	9	9	9
36 3.....	596	11	2,222	659	4	17	11	11	11
36 4.....	612	9	1,927	480	7	9	9	9	9
36 5.....	355	10	165	385	9	11	10	10	10
City of Ottawa.....	3,459	29	192	1,785	4	26	7	7	7
Total.....	21,070	390	41,223	14,103	231	329	296	271	271

## LAWRENCE

3 N., R. 10 W.....	82	1	180	21	1	.....	1	1	1
4 10.....	395	5	651	324	5	4	5	5	5
5 10.....	49	1	60	114	.....	1	.....	.....	.....
2 11.....	225	2	255	225	2	2	2	2	2
3 11.....	303	5	132	177	2	5	4	4	4
4 11.....	301	7	871	219	3	5	7	7	7
5 11.....	183	3	362	148	2	1	3	3	3
2 12.....	350	5	619	199	4	5	5	5	5
3 12.....	537	8	1,013	449	4	5	7	7	7
4 12.....	384	6	687	365	5	5	6	6	6
5 12.....	211	4	616	184	3	1	4	4	4
2 13.....	505	7	875	357	5	4	7	7	7
3 13.....	771	7	1,929	691	7	5	7	7	7
4 13.....	450	5	740	240	5	4	5	5	5
5 13.....	91	2	249	120	1	2	5	5	5
Total.....	4,837	68	8,679	3,863	53	47	69	65	65

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses .....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances .....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$10,009	\$1,175	\$7,650	\$411	\$1,744	\$1,385	\$8,894	\$5,243	\$1,135	\$471
11,000	263	4,057	81	1,389	787	4,320	2,458	1,098	410
5,737	557	5,093	464	2,048	893	5,650	3,344	574	445
1,960	581	2,075	60	948	855	2,656	1,856	96	405
1,384	1,226	12,180	1,040	3,704	2,263	12,406	10,265	125	702
1,069	860	2,935	.....	1,065	1,395	3,795	2,397	105	412
698	819	2,835	279	1,241	612	3,655	816	1,860	355
941	921	5,688	276	1,521	2,167	6,609	5,486	94	445
1,602	100	2,803	89	1,577	900	9,903	2,047	191	357
8,068	391	3,486	110	1,225	1,838	3,878	2,413	873	372
1,484	792	2,819	106	706	1,229	3,611	2,639	148	405
1,080	714	3,527	193	1,046	679	4,242	3,710	69	399
3,230	5,407	37,363	2,090	13,065	6,478	42,770	34,438	3,695	2,359
6,466	680	4,426	325	2,069	1,569	5,106	3,506	660	491
1,223	560	2,832	164	966	1,127	3,392	2,083	57	349
500	1,532	3,943	230	1,330	1,747	5,475	3,356	50	411
4,040	541	7,075	235	637	3,165	7,617	5,859	404	631
13,456	1,018	5,877	148	1,682	2,489	6,905	2,735	1,714	411
10,700	802	3,291	220	1,854	739	4,093	1,875	1,171	356
2,115	430	2,707	100	1,240	810	3,137	2,067	206	370
931	229	2,585	94	1,095	911	2,815	3,310	93	371
1,077	561	3,867	72	924	1,709	4,428	3,600	104	411
13,710	1,255	4,466	175	1,098	2,251	5,722	.....	2,835	445
3,077	687	3,086	100	561	1,359	3,713	2,478	347	399
1,658	354	3,992	139	1,931	760	4,346	3,358	166	365
3,468	593	3,033	191	865	956	3,626	1,699	471	365
1,143	197	8,313	2,904	795	1,453	6,510	2,736	75	365
7,221	1,725	20,281	2,854	5,316	3,353	22,006	14,063	809	1,079
6,220	1,130	4,563	216	1,572	934	5,693	4,116	744	370
1,303	.....	6,068	650	1,942	2,221	8,249	5,613	130	608
2,105	2,387	5,298	196	1,246	2,734	7,684	5,206	182	491
1,400	592	3,750	80	968	1,430	4,353	3,855	117	371
.....	77	27,373	1,616	10,503	3,523	27,451	20,000	.....	1,715
\$130,095	\$29,156	\$224,491	\$15,212	\$69,893	\$56,819	\$253,570	\$169,450	\$17,003	\$17,916

## COUNTY.

\$109	\$156	\$98	\$352	\$40	\$80	.....	\$100	\$252	\$1,770
391	397	1,586	2,711	1,223	509	.....	2,295	416	3,222
80	.....	198	278	34	.....	.....	246	32	.....
227	123	548	1,108	564	.....	41	701	406	1,236
391	225	464	1,704	534	856	20	1,697	7	4,500
383	165	1,501	2,253	649	778	121	2,073	180	1,419
190	42	503	760	481	125	30	705	55	.....
455	141	636	1,290	744	419	70	1,270	20	1,487
925	100	1,575	2,500	1,400	350	134	2,150	350	1,184
438	74	1,191	1,929	972	387	149	1,785	194	860
201	.....	336	577	306	150	7	567	10	.....
570	126	1,605	2,506	1,007	394	93	2,215	221	1,000
789	91	3,675	4,963	1,770	516	257	4,591	372	953
554	108	1,293	2,113	975	429	52	2,016	96	1,273
165	39	698	1,381	223	231	50	1,381	.....	.....
\$5,570	\$1,785	\$15,904	\$26,425	\$10,920	\$5,224	\$1,137	\$23,741	\$2,684	\$19,503

## LEE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more..	Number of districts having debts.....
Alto .....	341	7	963	250	4	8	7	7	1
Ashton.....	390	4	594	273	3	5	4	4	2
Amboy .....	1,399	9	2,414	1,008	7	20	9	9	1
Bradford.....	330	9	1,364	310	4	5	9	9	2
Brooklyn.....	478	8	1,174	285	5	8	8	8	3
China .....	601	9	2,174	519	9	17	9	9	4
North China.....	151	4	658	176	4	4	4	4	2
Dixon .....	1,180	10	3,510	933	4	18	10	10	1
North Dixon.....	524	5	1,715	430	3	9	5	5	2
East Grove.....	338	6	902	342	7	3	6	6	3
Hamilton.....	141	3	396	92	1	4	3	3	2
Harmon .....	223	6	1,012	901	6	9	8	8	3
Lee Center.....	319	6	763	298	2	9	6	6	2
May .....	375	7	1,166	280	5	2	7	7	4
Marion .....	313	8	1,052	294	6	10	8	8	2
Nelson .....	578	5	1,628	359	3	15	5	5	1
Palmyra.....	227	5	899	196	5	6	5	5	4
Reynolds.....	390	7	1,223	248	6	12	7	7	2
Sublett.....	530	10	1,520	523	5	10	10	10	4
Viola .....	245	6	847	184	8	4	6	6	2
Wilson Creek.....	390	10	1,404	266	7	14	10	10	4
Wyoming.....	421	12	1,480	348	9	12	12	12	5
Total .....	\$9,744	158	28,869	7,835	113	304	158	158	32

## LIVINGSTON

Waldo .....	418	8	1,155	338	6	8	9	8	4
Nebraska.....	455	9	840	380	5	1	9	9	4
Long Point.....	367	9	601	219	9	10	9	9	2
Reading .....	518	8	1,650	443	11	5	8	8	3
Pike .....	385	7	1,144	247	5	9	8	7	2
Rook's Creek.....	389	8	1,122	233	10	6	10	6	3
Amity .....	377	7	918	340	4	9	7	7	2
Newtown.....	378	9	1,477	360	5	9	9	9	2
Eppard's Point.....	395	9	1,315	327	9	9	9	9	2
Pontiac .....	1,051	8	2,805	931	5	18	8	8	5
Esmen .....	301	10	1,352	949	10	11	10	10	3
Sunberry.....	385	9	1,366	380	6	12	9	9	4
Belle Prairie.....	248	9	1,320	300	6	7	9	8	2
Indian Grove.....	980	11	1,646	923	15	20	9	9	4
Avoca .....	368	8	1,120	450	7	9	8	8	2
Onego .....	328	7	1,065	343	10	6	7	7	4
Odell .....	575	9	1,584	533	4	11	9	9	1
Nevada .....	494	9	1,562	274	4	5	9	9	2
Fayette.....	85	2	316	76	1	4	2	2	4
Forrest .....	348	8	1,391	335	5	16	8	8	1
Pleasant Ridge.....	307	7	750	295	3	11	7	7	2
Sannemin.....	305	7	1,167	279	5	8	7	7	4
Union .....	308	8	1,320	209	5	6	8	8	3
Dwight .....	587	5	1,181	254	3	13	6	4	3
Germantown.....	161	5	789	101	2	6	5	5	3
Chataworth.....	541	7	2,016	343	6	9	6	6	3
Charlotte.....	546	9	1,714	367	7	14	9	9	6
Sullivan.....	280	7	1,047	374	2	7	7	7	3
Broughton.....	309	8	1,140	294	6	10	9	8	5
Round Grove.....	223	6	942	143	4	7	6	6	2
Total .....	\$12,308	233	37,755	10,540	180	276	236	228	62

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$3,162	\$986	\$2,176	\$303	\$1,062	\$522	\$3,162	\$962	\$990	\$812
6,445	738	5,707	670	709	1,119	6,445	5,235	.....	840
15,293	1,141	14,153	1,267	3,693	1,753	15,293	12,460	77	1,576
3,098	380	2,719	285	962	1,289	3,098	1,916	112	620
3,096	507	2,588	161	1,165	882	3,096	1,908	112	554
8,303	2,429	5,874	573	2,706	1,603	8,303	5,215	322	2,135
2,344	1,390	954	95	145	666	2,344	1,151	56	936
16,280	789	15,431	3,136	5,519	2,080	16,280	12,373	152	49
13,507	1,445	12,063	1,387	2,421	1,681	13,507	8,607	228	4,144
2,708	202	2,506	280	486	1,069	2,708	1,752	163	417
1,993	551	1,442	61	765	389	1,993	1,022	.....	632
3,279	112	3,168	250	917	381	3,279	2,499	276	147
3,915	770	3,146	283	1,408	1,016	3,915	2,356	492	638
3,353	644	2,709	300	446	1,422	3,353	1,696	127	986
3,503	155	3,348	469	859	518	3,503	2,351	243	507
5,345	1,399	3,947	251	1,812	791	5,345	3,687	173	1,096
3,552	1,027	2,525	257	454	1,232	3,552	2,412	111	652
3,558	619	2,940	750	1,219	743	3,558	1,801	935	413
4,921	738	4,183	478	1,725	1,400	4,921	3,427	145	805
1,742	.....	1,742	318	350	883	1,742	1,222	.....	169
3,367	447	2,940	430	1,051	1,100	3,367	1,956	573	406
3,434	347	3,087	.....	890	1,051	3,434	2,418	260	247
\$116,159	\$16,813	\$99,346	\$12,245	\$30,764	\$23,583	\$116,159	\$79,454	\$5,558	\$20,417

## COUNTY.

\$6,824	\$928	\$2,406	\$271	\$974	\$1,117	\$4,334	\$2,072	\$926	\$368
9,290	67	2,266	172	320	1,399	2,334	228	910	56
2,331	58	3,773	300	454	299	3,831	3,155	240	37
2,630	909	3,935	128	871	2,256	4,863	3,008	368	852
6,937	695	2,528	191	1,303	541	3,223	1,647	582	531
3,816	516	3,264	423	689	1,388	3,780	1,897	686	662
2,831	258	2,264	108	930	596	2,522	1,333	319	437
3,441	597	3,185	168	1,157	1,301	3,782	1,817	355	866
8,253	1,796	3,071	621	765	1,454	4,867	2,521	436	1,375
6,979	3,081	6,304	1,447	2,003	2,205	9,385	6,330	337	1,902
7,394	678	3,245	378	926	1,381	3,923	2,303	720	495
5,905	930	3,081	184	1,821	361	4,011	1,961	628	995
5,773	1,369	2,594	82	1,390	832	3,964	2,541	586	340
345	1,682	8,610	930	3,011	2,462	10,293	6,607	490	2,031
6,936	73	2,041	.....	1,130	520	2,114	1,397	31	291
6,446	202	2,532	102	609	1,180	2,733	1,601	5,471	147
5,782	2,222	5,812	1,140	1,956	1,875	8,034	5,614	1,020	963
18,780	129	4,078	275	1,033	1,007	4,207	2,542	576	582
10,803	.....	2,374	24	721	40	2,374	592	1,430	190
6,069	1,304	7,235	290	2,005	1,660	8,539	5,438	1,227	1,144
7,795	1,736	3,146	168	1,369	890	4,881	1,955	820	1,468
12,144	647	2,931	343	1,175	833	3,578	1,376	1,064	781
7,515	1,339	4,340	174	1,253	793	5,680	2,888	1,294	1,086
8,358	1,958	7,513	631	2,584	1,444	9,471	5,715	817	2,246
8,009	907	1,789	270	669	369	2,696	947	675	784
9,350	2,976	6,616	663	1,777	1,993	9,592	5,936	1,033	1,399
4,305	848	3,938	183	1,558	616	4,787	2,783	771	663
6,258	1,415	2,374	900	965	410	3,789	1,804	511	1,102
7,091	389	3,126	145	1,149	529	3,515	2,054	362	583
2,100	1,357	2,408	101	1,086	716	2,765	2,229	947	204
\$200,509	\$31,067	\$113,796	\$10,109	\$37,585	\$32,457	\$144,863	\$82,889	\$20,720	\$24,483



Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days, school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more..
17 N., R. 1..W.....	163	4	483	363	2	5	4	4
17 2.....	158	2	294	122	2	1	2	2
17 3.....	95	2	288	56		3	2	2
18 1.....	278	5	696	204	5	3	5	5
18 2.....	582	8	1,029	566	7	6	8	8
18 3.....	309	5	761	209	3	3	5	5
18 4.....	169	2	235	196	2		2	1
19 1.....	305	8	1,245	270	5	6	8	8
19 2.....	365	8	1,252	330	6	3	6	6
19 3.....	393	8	1,252	229	6	5	8	8
19 4.....	394	5	790	300	6	1	5	4
20 1.....	288	4	670	218	7		4	4
20 2.....	359	9	1,088	257	7	2	1	1
20 3.....	301	4	680	184	4	2	4	4
20 4.....	274	5	679	215	4	4	5	5
21 1.....	712	5	740	599	5	7	5	5
21 2.....	460	6	1,065	306	7	1	6	6
21 3.....	395	8	1,433	358	11	5	8	8
21 4.....	272	4	756	213	3	3	4	4
22 2.....	65	2	355	54	2		2	2
22 3.....	61	1	189	30	1	1	1	1
22 4.....	62	1	147	42	1	1	1	1
Lincoln.....	1,488	6	1,200	1,107	2	17	1	1
Total.....	\$7,988	112	\$17,327	\$6,458	98	79	97	94

14 N., R. 1 E.....	158	5	671	142	3	2	5	4
14 2.....	103	3	450	110	4	2	3	3
14 3.....	102	2	361	84	1	1	2	2
15 1.....	472	7	1,201	396	9	3	7	7
15 2.....	561	9	1,261	536	8	7	9	9
15 3.....	286	6	855	252	6	1	6	6
15 4.....	99	2	160	60	2		2	2
16 1.....	415	10	1,251	358	7	5	10	8
16 2.....	477	7	824	329	5	2	6	5
16 3.....	542	9	1,181	411	9	6	9	9
16 4.....	200	4	724	159	6	2	5	4
17 1.....	267	4	670	218	2	7	4	4
17 2.....	300	8	966	317	7	4	5	5
17 3.....	447	7	910	360	6	3	7	7
17 4.....	149	3	400	135	3	1	3	3
18 1.....	247	4	851	203	4	4	5	4
18 2.....	501	6	1,338	388	5	6	7	6
18 3.....	372	7	1,237	306	7	4	7	7
18 4.....	262	4	528	222	4	2	4	4
17 1 W.....	52	2	510	163	2	2	2	2
16 1 W.....	254	4	732	169	2	7	3	3
Decatur district.....	2,466	7	1,225	2,075	3	25	1	1
Total.....	8,732	120	18,306	7,393	105	96	112	105

## COUNTY.

Amount of township fund.....	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$628	\$390	\$2,275	\$212	\$719	\$248	\$2,595	\$2,255	\$31	\$210
1,203	526	2,792	159	480	1,178	3,318	2,350	120	213
1,025	58	990	116	652		1,048	800	94	124
1,141	1,066	3,046	139	299	1,200	4,112	2,264	138	381
2,642	622	5,029	376	502	2,534	5,651	3,704	266	590
1,675	365	4,921	150	1,390	1,990	5,286	3,775	160	419
18,900	2,991	3,883	165		1,674	6,874	1,045	114	258
1,563	1,012	3,663	178	1,156	1,375	4,674	3,773	166	418
1,055	511	3,164	325	711	1,937	3,675	2,860	53	480
1,393	256	3,604	195	708	2,064	3,860	2,300	269	413
4,255	342	3,728	437	635	1,488	4,069	2,947	416	429
1,042	368	2,484	85	72	2,015	2,852	2,073	51	411
750	326	3,552	196	417	1,638	3,878	2,391	50	549
1,300	368	2,421	97	541	1,125	2,789	1,289	192	461
2,291	507	3,440	332	483	1,174	3,946	2,423	317	395
964	107	9,348	1,626	2,480	3,355	9,454	2,604	47	645
1,500	424	4,545	248	190	2,769	4,970	3,951	154	496
1,974	1,426	3,743	250	555	2,339	5,168	3,292	197	475
3,433	1,292	3,314	133	1,088	1,149	4,605	3,031	332	428
		179			175	179	109		68
	250	433	33	181	124	683	517		90
		1,053	70	308	273	1,053	968		82
		13,402	1,335	7,358	1,950	13,402	12,000		1,110
\$48,734	\$13,137	\$85,004	\$6,787	\$30,917	\$33,773	\$98,141	\$68,621	\$6,167	\$9,137

## COUNTY.

\$242	\$518	\$1,312	\$2,505	\$767	\$470	\$77	\$2,145	\$360	\$5,290
193	96	1,185	1,754	790	225	52	1,388	365	5,927
163	452	330	1,026	393	345	56	928	97	6,313
613	1,009	2,546	5,598	2,085	498	311	4,426	1,172	8,874
700	872	3,903	7,966	1,993	1,866	432	6,690	1,276	10,463
474	91	1,958	3,584	1,848	90	273	2,632	952	912
194	89	839	1,154	672	112	91	1,005	148	5,056
559	190	3,054	4,985	1,798	1,175	135	4,811	174	2,617
490		2,553	4,217	1,422	438	292	3,350	867	2,000
775	190	3,671	5,335	1,874	737	233	4,510	825	1,250
229	659	1,665	2,799	1,044	160	108	2,753	46	13,883
439	847	823	2,895	502	800	194	2,176	719	8,769
523	50	2,612	4,329	1,690	540	115	3,877	452	609
556	262	2,194	3,804	1,522	580	342	2,833	971	1,965
309	67	513	1,338	783	325	84	1,291	47	2,676
363	836	1,104	3,041	853	362	780	2,459	582	
590	838	5,070	8,114	2,142	2,068	560	6,943	1,171	7,815
507	571	2,974	4,999	1,717	723	252	3,641	1,359	3,751
302	563	1,580	3,019	1,209	910	81	2,196	827	5,245
168	64	866	1,240	640	192	57	1,130	111	628
304	202	1,452	2,795	273	1,193	105	1,806	988	1,381
1,941		33,820	36,314	3,330	11,640	3,853	34,906	1,408	
\$10,563	\$8,432	\$76,027	\$112,811	\$29,548	\$24,768	\$8,486	\$97,896	\$14,914	\$97,363

## MACOUPIN

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools .....	Number of days school in season.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts...	Number of districts having schools 6 months or more...	Number of districts having debts.....
T. 7, R. 6 .....	537	5	631	314	4	2	5	5	.....
8, 6 .....	348	7	868	342	9	.....	7	7	.....
9, 6 .....	279	8	1,057	251	7	6	8	8	2
10, 6 .....	362	4	747	252	4	3	4	4	1
11, 6 .....	473	7	900	424	7	4	7	7	1
12, 6 .....	1,134	9	1,068	1,158	9	12	9	9	3
7, 7 .....	405	8	1,178	310	4	6	8	8	3
8, 7 .....	582	7	999	316	6	5	7	7	3
9, 7 .....	326	4	748	185	2	4	4	4	.....
10, 7 .....	1,439	8	1,080	716	8	11	7	7	3
11, 7 .....	376	7	1,001	331	9	1	7	7	1
12, 7 .....	404	6	770	345	7	9	7	5	4
7, 8 .....	994	7	1,078	674	7	9	7	7	3
8, 8 .....	456	6	957	437	5	5	6	6	.....
9, 8 .....	223	4	662	163	3	4	4	4	1
10, 8 .....	391	7	836	343	6	2	7	7	.....
11, 8 .....	473	8	1,069	284	7	2	8	8	6
12, 8 .....	417	9	1,065	342	8	1	9	9	5
7, 9 .....	607	7	1,062	546	7	4	7	7	.....
8, 9 .....	509	6	1,056	463	5	5	6	6	1
9, 9 .....	445	5	894	366	4	7	5	5	1
10, 9 .....	317	6	857	248	4	6	6	6	1
11, 9 .....	353	5	600	285	4	2	5	5	1
12, 9 .....	400	7	924	331	6	3	7	7	2
Total.....	12,250	157	22,097	9,426	142	105	157	155	42

## MADISON

3 N., R. 5 W. ....	1,154	5	836	547	5	7	5	5	1
4 5 .....	317	6	966	280	4	2	6	6	.....
5 5 .....	192	4	572	163	3	2	4	4	3
6 5 .....	359	4	520	288	4	1	4	4	.....
3 6 .....	442	6	782	351	5	1	6	6	3
4 6 .....	642	5	1,717	449	7	1	5	5	1
5 6 .....	400	8	1,395	346	7	1	8	8	.....
6 6 .....	303	5	719	215	5	.....	5	5	3
3 7 .....	572	6	1,269	618	7	1	6	6	.....
4 7 .....	318	5	520	222	5	.....	5	5	.....
5 7 .....	358	4	691	270	3	3	4	4	3
6 7 .....	379	6	756	264	5	2	6	6	4
3 8 .....	877	5	793	418	3	7	4	4	1
4 8 .....	1,241	8	1,146	689	8	7	8	8	6
5 8 .....	433	5	787	236	7	3	5	5	2
6 8 .....	431	5	716	209	2	4	5	5	3
3 9 .....	396	6	667	156	4	3	6	6	3
4 9 .....	413	5	780	220	1	4	5	5	1
5 9 .....	487	6	792	369	4	6	6	6	2
6 9 .....	529	7	1,014	407	4	4	7	7	1
3 10 .....	284	3	441	140	3	1	3	3	.....
4 10 .....	49	1	296	44	1	.....	1	1	.....
5 10 .....	469	2	240	141	3	.....	1	1	1
6 10 .....	789	9	1,389	485	5	5	8	8	2
Upper Alton.....	617	1	199	384	1	5	1	1	.....
Alton City.....	2,995	1	210	1,242	2	19	1	1	1
Total.....	15,446	128	21,164	9,215	108	89	125	125	40

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,199	\$71	\$2,948	\$147	\$410	\$1,350	\$2,319	\$1,502	\$194	\$698
1,174	879	2,623	168	58	1,800	2,403	1,616	117	446
1,308	82	3,027	946	790	1,969	3,110	2,354	131	421
4,114	.....	1,571	.....	180	1,971	1,571	805	398	407
1,954	1,321	5,232	437	967	2,435	6,553	4,361	955	514
4,304	1,234	17,726	756	2,650	3,612	18,960	14,802	435	977
1,740	519	3,137	152	1,011	1,376	3,656	2,970	80	481
2,052	574	4,453	219	1,011	2,287	5,027	3,439	132	506
1,549	570	1,846	61	670	623	2,416	1,027	137	387
2,192	774	5,360	109	1,086	2,143	6,135	4,090	210	1,143
2,059	855	3,858	220	315	1,638	4,713	2,965	233	456
1,541	421	3,590	150	570	1,621	4,011	2,169	154	462
2,878	4,277	11,865	775	3,624	1,580	16,142	11,825	382	884
1,547	487	2,601	114	635	1,573	3,088	1,869	168	465
1,118	1,178	1,939	.....	427	1,057	3,117	1,797	112	346
1,580	1,217	2,531	175	302	1,640	3,749	2,185	158	442
2,074	455	4,066	201	700	1,662	4,581	2,962	239	512
1,748	571	4,134	95	456	2,118	4,706	3,030	175	492
1,207	1,804	4,019	258	869	2,547	5,816	2,814	121	652
1,763	2,337	5,082	401	1,583	2,298	7,419	5,716	176	508
2,725	615	3,646	152	803	947	4,261	3,222	274	460
1,264	565	1,918	105	541	821	2,453	1,649	118	418
2,846	130	1,860	.....	151	1,272	1,990	1,239	461	461
2,300	350	3,110	200	120	1,998	3,460	2,500	230	614
\$48,200	\$21,288	101,338	\$5,124	\$19,888	\$40,800	\$122,625	\$32,797	\$4,753	\$13,092

## COUNTY.

\$837	\$136	\$15,241	\$16,687	\$4,241	\$5,822	\$935	\$15,262	\$1,425	\$1,390
412	278	1,255	3,227	792	480	54	1,960	1,267	2,644
312	273	1,440	2,502	671	400	110	1,660	842	2,863
331	115	822	1,486	983	149	59	1,223	253	1,129
531	196	5,581	7,113	2,095	105	95	5,669	1,445	1,960
658	123	5,194	6,056	4,125	450	171	5,321	735	1,272
473	356	2,932	4,242	2,758	577	202	3,962	280	2,154
392	93	2,660	3,788	1,856	.....	111	3,531	258	929
468	76	4,855	5,853	3,437	406	100	4,085	1,768	1,773
410	119	1,888	2,520	1,131	.....	32	1,302	1,218	879
419	80	1,691	2,365	1,581	767	146	1,876	510	900
434	86	1,143	1,872	1,005	300	74	1,654	217	878
1,769	225	19,136	35,765	1,740	2,884	496	24,382	11,363	2,113
1,096	242	10,852	13,619	5,020	3,540	1,122	13,390	239	2,800
506	142	6,581	10,186	2,310	1,041	265	8,138	2,048	1,525
468	212	2,124	2,804	330	674	58	2,278	526	2,121
448	105	3,557	4,423	1,184	730	75	3,229	1,124	1,050
359	210	1,031	2,000	360	1,200	60	1,920	80	2,100
503	120	3,167	4,200	720	1,960	182	3,925	205	1,526
578	265	3,861	5,206	1,039	800	132	3,264	2,522	2,068
941	2,168	2,267	2,937	1,647	197	350	2,622	315	18,867
22	134	564	759	539	.....	40	620	139	2,224
251	.....	5,188	6,617	1,060	.....	73	4,551	2,066	483
686	365	2,952	5,239	2,580	960	190	5,230	608	3,650
372	182	6,858	7,512	796	1,914	528	6,549	963	1,627
2,704	249	19,085	21,978	2,650	8,914	2,050	21,978	.....	4,000
\$14,601	\$6,635	\$129,914	\$182,278	\$45,661	\$34,281	\$7,693	149,842	\$32,436	\$64,994

## MARION

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts...	Number of districts having schools 6 months or more..	Number of districts having double.....
1 N., R. 1 E.....	1,495	90	2,688	1,161	10	13	7	7	.....
1 2 .....	432	7	938	379	9	2	7	7	.....
1 3 .....	348	5	635	273	5	2	5	5	.....
1 4 .....	988	6	730	183	5	4	6	6	.....
2 1 .....	671	6	1,045	500	4	7	7	6	.....
2 2 .....	791	7	1,744	643	5	14	6	6	.....
2 3 .....	285	6	742	317	4	5	6	5	.....
2 4 .....	338	5	2,904	273	1	5	7	5	.....
3 1 .....	328	8	1,064	202	5	6	8	8	.....
3 2 .....	302	8	880	233	5	6	8	8	.....
3 3 .....	403	10	1,287	295	9	8	10	10	.....
3 4 .....	443	8	1,034	309	7	3	8	7	.....
4 1 .....	424	5	600	440	4	2	5	5	.....
4 2 .....	298	5	499	213	4	2	5	5	.....
4 3 .....	628	5	606	505	6	6	6	5	.....
4 4 .....	335	7	833	355	8	3	7	7	.....
Total.....	7,809	118	19,121	6,461	61	88	118	112	.....

## MARSHALL

La Prairie.....	405	8	1,521	355	7	9	8	8	.....
Steuben.....	456	8	1,274	306	7	8	8	7	1
Saratoga.....	429	10	1,525	363	11	7	10	9	3
Whitefield.....	400	9	1,628	295	5	11	9	9	2
Henry.....	707	5	1,061	558	3	12	5	5	1
Lacon.....	846	4	174	659	1	9	1	1	1
Hopewell.....	354	4	614	246	2	6	4	4	3
Roberts.....	349	7	994	300	5	5	8	7	4
Evans.....	722	9	1,660	615	5	10	9	8	2
Bennington.....	353	7	1,176	302	7	6	9	9	1
Belle Plaine.....	348	7	1,058	273	9	2	7	6	4
Richland.....	275	6	843	192	7	8	6	6	.....
Attached to Lacon.....	96	3	441	74	3	2	3	2	3
Total.....	5,750	87	13,919	4,558	72	95	87	81	25

## MASON

19 N., R. 9 W.....	150	3	364	74	1	2	3	3	.....
19 10 .....	221	4	536	189	2	2	4	4	.....
19 11 .....	46	1	139	.....	1	.....	1	1	.....
20 5 .....	797	4	651	613	3	12	4	4	1
20 6 .....	332	9	1,255	333	5	8	9	9	4
20 7 .....	230	4	567	176	4	1	4	4	1
20 8 .....	212	6	792	212	3	3	6	6	.....
20 9 .....	330	5	784	900	4	3	5	5	.....
20 10 .....	44	2	228	.....	2	.....	2	2	2
21 5 .....	405	.....	1,265	325	7	9	8	8	.....
21 6 .....	251	8	840	298	6	3	6	5	1
21 7 .....	191	5	669	129	7	2	4	4	3
21 8 .....	270	4	794	243	6	5	6	6	3
21 9 .....	.....	6	990	428	1	8	.....	5	.....
21 5 .....	57	5	491	45	1	3	2	2	1
22 6 .....	352	2	1,200	201	5	8	8	8	3
22 7 .....	575	8	1,344	263	7	5	8	8	2
22 8 .....	298	8	769	.....	5	2	5	2	.....
22 9 .....	678	5	.....	.....	.....	.....	3	.....	.....
23 6 .....	302	4	645	363	3	4	4	4	2
23 7 .....	84	2	290	87	2	1	2	2	2
Total.....	5,472	92	14,606	4,160	75	81	94	92	27

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,048	\$280	\$3,342	\$178	\$511	\$1,510	\$3,632	\$2,017	\$105	\$1,209
1,206	201	1,590	49	118	1,131	1,790	1,116	132	490
1,078	153	1,333	102	297	807	1,487	662	108	472
994	351	1,109	47	400	601	1,460	844	57	439
836	1,050	3,693	303	1,222	1,222	4,744	3,295	114	696
1,252	1,731	22,138	837	2,060	1,213	23,869	8,274	333	755
1,977	260	2,019	34	626	364	2,277	1,462	160	411
861	393	1,781	160	925	491	2,175	1,272	90	450
1,057	684	2,126	78	752	879	2,800	1,666	68	400
1,092	407	1,534	124	413	838	1,941	1,173	95	407
485	362	2,204	59	503	1,480	2,566	1,892	49	503
1,280	106	1,639	42	336	1,069	1,945	1,095	127	522
950	487	2,482	138	228	1,107	2,969	1,066	93	461
1,177	163	960	60	94	715	1,132	454	118	445
1,081	245	5,534	242	297	1,695	5,779	4,446	108	731
1,012	192	1,558	54	366	541	1,740	958	101	443
\$16,495	\$7,064	\$55,270	\$2,507	\$9,946	\$15,532	\$62,340	\$32,294	\$1,825	\$8,830

## COUNTY.

\$501	\$96	\$2,542	\$745	\$1,227	\$1,645	\$1,179	\$3,291	\$453	\$1,343
45	26	5,565	8,001	2,002	1,246	678	7,234	837	1,840
505	701	2,293	4,252	1,430	1,356	71	3,576	676	7,753
496	121	2,577	4,142	1,000	1,565	218	3,433	709	1,263
636	595	5,537	9,321	1,465	3,359	637	8,133	1,188	5,512
672	3	4,422	5,331	1,100	3,360	703	5,520	11	300
353	43	1,065	1,660	740	674	23	1,532	147	1,427
429	143	1,861	2,456	700	900	200	2,165	291	4,309
716	86	5,359	6,955	1,348	2,160	205	6,192	763	8,859
478	818	3,348	5,478	1,659	504	158	4,646	832	6,890
482	271	2,585	4,029	1,974	439	233	3,336	693	2,709
404	109	1,402	2,371	1,008	555	200	1,854	517	1,002
165	437	464	1,216	332	281	80	790	426	3,149
\$6,267	\$3,446	\$40,327	\$59,265	\$15,983	\$18,063	\$3,585	\$51,723	\$7,542	\$38,356

## COUNTY.

\$334	\$140	\$234	\$901	\$270	\$297	\$88	\$662	\$239	\$1,268
268	38	1,133	1,599	539	350	132	1,364	235	1,497
135	9	82	289	271	.....	3	289	.....	.....
819	409	9,470	10,298	1,120	2,819	3,978	9,893	405	1,291
391	76	3,718	4,685	1,102	1,593	319	4,203	481	4,528
319	180	3,064	3,644	1,137	300	131	3,354	290	1,950
313	23	2,000	2,493	840	870	140	2,046	367	1,800
406	50	2,653	4,509	1,092	740	114	4,031	471	1,013
78	248	280	419	.....	333	25	420	.....	500
458	490	4,640	5,391	1,224	1,642	337	4,427	965	3,203
351	578	2,754	3,595	1,760	375	.....	3,112	483	5,340
262	128	1,216	2,265	1,192	142	.....	1,828	437	3,357
299	70	2,107	3,184	1,079	755	149	2,544	640	1,277
523	135	4,482	6,776	1,322	2,873	964	6,252	2,524	1,352
31	172	.....	.....	.....	.....	.....	.....	.....	.....
391	171	1,738	2,660	1,620	703	188	2,366	294	2,332
362	154	3,311	5,237	1,670	933	266	4,703	534	1,721
284	172	1,807	2,434	1,554	375	34	3,339	96	1,713
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
271	154	1,256	2,074	1,154	754	153	2,139	254	2,632
165	172	492	820	540	50	22	744	75	1,734
\$6,441	\$3,247	\$47,838	\$65,304	\$18,822	\$15,894	\$6,977	\$55,990	\$9,484	\$38,498

## MASSAC

Name or number of the township.	Number of persons between 6 and 21 .....	Number of schools .....	Number of days school in session .....	Number of scholars .....	Number of male teachers ..	Number of female teachers	Number of school districts.	Number of districts having schools 6 months or more.	Number of districts having debts .....
14 S., R. 3 E .....	110	3	376	108	2	1	3	3	1
14 4 .....	400	5	621	285	2	1	3	3	2
14 5 .....	233	3	339	145	3	1	3	3	2
15 3 .....	109	2	250	87	2	1	3	3	1
15 4 .....	383	6	792	276	6	1	6	6	3
15 5 .....	473	5	623	306	5	1	5	5	3
15 6 .....	240	2	264	158	2	1	2	2	1
16 4 .....	880	1	156	538	5	1	1	1	1
16 5 .....	179	3	435	93	4	1	3	3	3
16 6 .....	305	4	480	219	3	1	4	4	1
Total .....	3,312	34	4,340	2,215	37	8	34	34	18

## McDONOUGH

New Salem .....	472	9	1,527	339	10	7	9	9	4
Scotland .....	381	9	1,413	328	9	11	9	9	3
Chalmers .....	528	11	1,388	413	6	10	11	10	3
Tennessee .....	630	6	1,364	273	7	11	9	6	3
Mound .....	386	10	1,320	370	12	10	10	9	2
Macomb .....	416	9	1,445	408	7	9	9	9	2
Emmet .....	346	7	860	225	2	5	7	6	2
Hire .....	419	10	1,253	419	7	3	10	10	2
Prairie City .....	577	6	1,636	513	3	10	4	4	1
Walnut Grove .....	410	9	1,275	375	6	9	9	9	2
Sciota .....	414	11	1,635	382	8	10	11	10	5
Blandinsville .....	644	10	1,518	637	13	10	10	10	1
City of Macomb .....	981	6	199	833	2	10	1	1	3
City of Bushnell .....	734	4	186	509	2	7	1	1	4
Bothel .....	439	10	1,355	313	7	11	10	9	4
Lamoine .....	443	8	1,066	347	8	6	8	7	4
Bushnell .....	210	6	902	150	7	6	6	6	3
Eldorado .....	425	8	1,440	485	7	6	9	8	3
Industry .....	767	9	1,327	566	4	9	9	9	3
Total .....	9,612	158	23,109	7,875	127	150	152	142	31

## McHENRY

Riley .....	330	8	1,376	245	7	13	8	8	3
Marengo .....	657	9	2,342	614	7	15	9	9	1
Dunham .....	317	8	1,360	252	10	13	8	8	1
Chemung .....	726	8	1,467	565	11	14	8	8	4
Corn .....	396	11	1,731	359	7	17	11	11	3
Seneca .....	328	9	1,332	321	5	13	9	9	1
Hartland .....	463	8	1,306	474	5	6	8	8	4
Allen .....	396	9	1,620	257	8	10	9	9	2
Grafton .....	453	8	1,378	426	4	17	8	8	2
Dorr .....	862	8	1,660	607	3	12	8	8	2
Greenwood .....	326	9	1,297	386	5	4	9	9	1
Hebron .....	259	7	1,329	245	6	14	7	7	2
Algonquin .....	530	11	2,045	463	11	16	11	11	2
Nunda .....	572	12	1,741	567	7	14	12	12	2
McHenry .....	584	9	2,584	715	9	11	10	8	3
Richmond .....	460	7	1,392	302	3	10	7	7	1
T. 43, R. 9 .....	143	4	591	152	4	3	4	4	1
44, 9 .....	81	4	517	74	3	3	4	4	1
45, 9 .....	163	3	396	56	2	2	3	3	1
Burton .....	80	2	308	102	2	2	2	2	3
Total .....	8,147	154	27,972	7,182	119	209	155	153	32

## COUNTY.

Amount of township fund..	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.....	Total receipts including balances .....	Amount of district tax .....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$150	\$78	\$786	\$53	\$190	\$446	\$865	\$519	\$10	\$296
900	64	1,121	65	.....	916	1,185	582	90	442
200	45	490	21	.....	445	534	216	20	248
1,958	30	514	21	22	396	544	209	114	155
1,328	87	1,347	64	.....	1,208	1,434	744	136	415
937	29	2,568	72	49	1,638	2,597	1,744	97	532
556	200	722	24	.....	446	922	361	20	318
1,098	104	4,745	86	1,515	2,146	4,849	3,776	121	780
1,500	24	1,144	41	60	441	1,168	615	179	196
1,003	355	1,005	79	168	750	1,361	614	53	383
\$9,631	\$1,017	\$14,443	\$901	\$2,004	\$8,831	\$15,460	\$9,569	\$840	\$3,766

## COUNTY.

\$497	\$166	\$5,316	\$4,500	\$1,940	\$1,099	\$294	\$4,095	\$405	\$1,151
443	80	2,736	4,159	1,255	1,315	252	3,341	818	800
509	82	1,981	2,932	679	1,004	249	2,669	242	853
641	138	2,635	3,425	1,190	1,190	115	3,216	209	1,030
513	83	3,532	4,659	1,652	931	400	4,067	572	1,066
524	107	3,230	4,505	1,600	1,462	321	3,784	721	941
417	40	1,503	2,342	365	1,443	149	2,167	175	548
556	200	2,300	3,562	1,766	187	135	3,236	326	2,000
445	528	2,576	5,167	1,380	1,990	342	4,203	965	4,585
489	231	2,918	4,953	763	1,498	451	3,322	1,631	3,193
507	82	4,847	6,340	1,184	1,456	260	5,657	682	925
582	35	3,166	5,642	2,254	991	802	5,088	554	900
732	.....	7,677	10,392	2,300	3,550	1,940	8,490	1,901	.....
470	356	5,135	7,312	1,000	2,040	358	7,155	157	3,557
503	98	1,856	2,798	1,000	643	85	2,533	265	980
499	99	1,459	2,430	928	544	.....	1,755	674	1,055
225	51	1,167	1,568	783	419	221	1,490	78	1,028
460	211	2,050	2,722	1,286	309	280	2,010	612	2,428
597	40	2,285	3,061	1,260	1,136	170	2,885	176	1,048
\$9,701	\$2,730	\$55,649	\$92,467	\$24,597	\$23,209	\$7,024	\$71,304	\$11,163	\$28,110

## COUNTY.

\$417	\$192	\$1,958	\$2,949	\$757	\$847	\$239	\$2,475	\$464	\$1,923
753	232	5,332	7,498	1,357	2,076	827	6,534	964	2,303
473	220	1,651	2,632	914	833	276	2,277	375	1,925
744	280	3,894	7,652	1,832	1,823	438	6,801	850	3,064
506	235	3,973	5,417	582	1,718	827	4,802	615	2,798
373	306	1,907	3,337	494	1,159	281	2,819	518	2,588
485	216	2,290	3,534	766	787	255	2,839	695	2,824
437	276	1,626	2,783	991	1,005	178	2,361	422	2,915
519	102	1,846	4,072	708	2,098	425	3,510	561	1,146
838	218	11,461	13,414	2,200	2,374	485	12,849	566	3,100
424	141	1,532	3,183	662	783	296	1,885	1,298	1,666
424	321	1,484	3,320	1,017	913	174	2,544	776	3,550
600	202	3,664	6,399	2,000	1,525	480	4,934	1,465	2,023
562	165	2,305	4,451	835	847	591	3,405	1,046	1,833
649	292	4,047	5,893	2,056	953	323	4,841	1,051	3,211
548	180	3,130	4,214	1,955	1,056	274	3,803	411	2,146
145	31	994	2,100	553	225	74	1,852	248	.....
.....	64	163	638	42	319	40	517	120	.....
157	.....	203	399	230	163	23	389	10	.....
144	179	161	675	228	243	63	585	90	.....
\$9,198	\$3,863	\$53,613	\$84,579	\$20,179	\$24,489	\$6,510	\$72,034	\$12,545	\$39,017



## McLEAN

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts.....	Number of districts having schools 6 months or more.....	Number of districts having debts.....
22 (& N. 1 21) N., R. 1 W..	554	9	1,170	448	7	10	9	9	4
22 N., R. 1 E.....	309	6	1,006	216	6	11	6	6	1
22 2 .....	774	12	2,079	580	12	9	11	11	3
22 3 .....	370	9	1,420	438	6	8	9	9	1
22 4 .....	741	12	2,253	627	13	8	11	11	2
22 5 .....	402	11	1,670	307	11	6	11	11	5
22 6 .....	320	8	1,189	246	10	7	9	8	7
23 1 W.....	460	7	1,040	319	7	6	7	7	4
23 1 E.....	336	7	980	370	5	5	7	5	3
23 2 .....	685	9	1,562	289	9	8	10	9	1
23 3 .....	321	7	1,163	211	5	7	7	7	2
23 4 .....	464	9	1,323	329	5	12	9	9	1
23 5 .....	338	9	989	273	4	6	9	9	6
23 6 .....	472	6	1,020	436	6	9	8	8	4
24 1 W.....	446	12	785	440	9	7	12	12	2
24 1 E.....	416	9	1,054	397	8	5	9	9	1
24 2 .....	251	7	818	158	1	8	8	6	2
24 3 .....	342	7	1,120	348	7	5	7	7	1
24 4 .....	370	9	1,363	318	9	7	9	8	6
24 5 .....	233	5	651	229	6	3	6	5	1
24 6 .....	189	6	696	185	5	4	7	5	4
25 1 W.....	83	3	387	105	3	2	3	3	3
25 1 E.....	144	4	542	127	2	5	4	4	4
25 2 .....	458	7	1,057	367	8	5	7	7	1
25 3 .....	378	0	1,030	263	6	3	6	6	3
25 4 .....	708	9	1,767	588	7	11	9	9	1
25 5 .....	301	7	1,148	388	6	5	7	7	3
25 6 .....	128	5	702	135	6	5	5	4	2
26 2 E.....	248	6	922	301	5	3	6	6	3
26 3 .....	420	9	1,244	542	4	10	9	9	5
26 4 .....	459	9	1,353	325	7	6	9	8	1
26 5 .....	394	1	125	74	1	1	1	1	1
Kickapoo Union District.	117	1	210	430	1	7	1	1	1
City of Normal.....	765	9	172	3,033	3	51	1	1	1
City of Bloomington.....	4,173	9							
Total.....	17,650	252	36,070	13,862	210	2 65	254	235	72

## MENARD

17 N., R. 5 W.....	44	1	157	236	2	1	1	1
17 6 .....	349	5	600	181	5	5	5	1
17 7 .....	233	7	831	191	5	8	7	6
17 8 .....	141	2	478	19	2	5	2	2
18 4 .....	20	1	230	18	1		1	1
18 5 .....	202	3	523	81	2	3	3	3
18 6 .....	345	8	1,291	481	10	9	8	4
18 7 .....	974	7	1,65	547	9	12	7	7
18 8 .....	141	3	444	124	2	2	3	3
19 4 .....	16	1	166	16		1	1	1
19 5 .....	380	8	1,350	286	8	5	8	8
19 6 .....	316	6	1,230	246	10	5	6	6
19 7 .....	345	6	890	310	9	1	6	6
19 8 .....	167	3	288	235	3	2	3	3
20 5 .....								
Total.....	3,666	61	8,643	311	66	47	61	61

## COUNTY.

Amount of township fund ...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts including balance.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$4,700	\$756	\$6,482	\$349	\$1,951	\$1,831	\$7,238	\$5,493	\$491	\$685
6,042	595	2,310	398	950	935	2,906	1,348	480	482
3,463	1,293	7,184	395	2,597	2,947	8,478	5,834	215	842
3,701	850	3,361	230	1,423	1,099	4,211	2,612	406	533
7,495	2,615	7,014	738	1,510	3,509	9,638	6,278	867	880
3,630	882	5,425	333	1,451	1,607	6,307	4,899	346	545
10,078	1,624	3,988	540	963	1,468	5,612	3,464	618	492
3,807	288	4,624	169	800	1,795	4,912	3,950	311	545
2,763	794	3,244	124	968	1,150	4,039	2,821	226	449
6,091	1,964	4,340	563	745	2,157	6,304	3,383	83	560
2,683	321	2,835	214	1,053	1,133	3,157	2,132	268	422
3,670	642	3,558	335	1,676	1,184	4,200	2,756	304	549
6,274	858	2,820	224	1,099	1,225	3,678	1,924	634	466
2,382	4,217	4,609	469	1,630	1,630	4,217	3,249	238	543
2,907	403	3,449	193	866	1,931	3,852	2,719	283	564
3,307	1,711	3,915	1,463	954	1,324	5,627	3,647	277	522
7,055	1,858	3,134	242	1,484	227	4,992	2,312	962	341
3,549	1,732	4,556	438	1,177	1,981	6,288	4,129	333	501
9,239	904	4,083	304	1,102	1,655	4,987	2,730	848	501
3,471	670	2,718	356	260	1,238	3,388	1,906	349	411
15,340	951	3,189	88	338	1,505	4,140	1,936	660	343
2,774	140	802	9	172	539	942	468	155	114
3,620	169	1,481	90	509	527	1,650	1,105	159	227
3,124	1,206	2,684	137	876	1,186	3,890	2,066	535	552
3,478	781	3,032	230	295	1,799	3,812	2,504	328	470
3,664	1,616	8,763	985	2,193	2,383	10,379	7,422	340	787
.....	1,608	3,908	259	686	1,435	5,516	3,398	366	446
.....	1,281	1,281	.....	.....	.....	1,281	1,063	.....	218
.....	787	1,779	174	144	948	2,566	1,506	.....	264
6,000	1,773	3,701	346	765	1,998	5,474	3,144	600	535
7,045	4,866	2,015	2,015	3,377	1,902	19,153	9,295	516	758
8,928	1,206	5,769	114	756	2,042	6,975	2,403	1,122	485
1,105	206	629	80	112	300	835	424	150	137
.....	4,186	10,211	872	4,246	1,870	14,396	8,531	344	528
.....	306	63,610	5,254	21,721	4,900	63,916	49,460	828	3,571
\$151,385	\$40,565	208,383	\$18,729	\$60,725	\$55,362	\$248,948	\$162,315	\$14,647	\$20,269

## COUNTY.

\$53	.....	\$364	\$417	\$106	\$245	.....	\$417	.....	.....
361	\$62	3,571	4,457	1,478	90	\$122	3,930	\$526	\$1,358
401	42	2,716	4,195	721	1,299	183	2,752	1,443	1,655
230	254	3,548	4,046	1,278	781	.....	3,980	67	.....
50	.....	167	217	211	.....	.....	217	.....	.....
322	77	1,744	2,352	725	758	106	1,907	445	2,221
538	177	3,809	5,058	2,106	1,308	134	4,050	1,008	.....
852	167	5,229	7,301	1,960	1,400	350	5,251	2,050	1,661
218	50	999	1,466	680	390	38	1,344	142	714
37	.....	158	222	.....	181	9	195	27	.....
444	175	7,973	8,592	2,951	1,448	47	7,647	946	1,748
449	34	6,137	7,540	1,718	949	299	6,772	768	836
422	85	2,349	3,073	2,391	80	139	2,707	366	841
215	67	485	777	417	141	44	624	153	1,111
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
\$4,593	\$1,190	30,258	\$49,734	\$16,804	\$9,071	1,475	\$41,792	\$7,942	\$12,144

## MERCER

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars....	Number male teachers.	Number female teachers	Number school districts	Number of districts having schools 6 months or more.....	Number of districts having schools 6 months or more.....
North Henderson.....	384	9	1,527	322	5	16	9	9	5
Rivoli.....	407	10	1,501	447	5	12	10	9	2
Richland Grove.....	335	9	1,049	325	4	12	8	8	2
Suez.....	350	6	942	229	9	5	6	6	2
Green.....	463	7	1,029	376	6	9	7	7	4
Preemption.....	424	8	1,344	455	6	8	8	8	4
Ohio Grove.....	391	8	1,408	316	12	9	8	8	1
Mercer.....	707	8	1,432	616	9	13	8	8	4
Perryton.....	261	6	798	243	6	8	6	6	2
Abington.....	421	7	880	379	6	8	7	6	2
Millersburg.....	434	7	1,067	369	5	6	7	7	2
Duncan.....	351	8	1,436	286	8	12	9	8	1
Keithsburg.....	619	2	300	393	4	6	2	2	2
New Boston.....	560	8	1,162	486	6	7	8	7	5
Eliza.....	251	6	867	219	6	4	6	6	3
Total.....	6,358	109	16,742	5,491	97	135	110	105	41

## MONROE

3 S., R. 8 W.....	430	6	717	262	5	1	7	6	1
2 9.....	240	3	371	103	3	1	3	3	1
3 9.....	374	4	502	220	3	1	4	4	2
4 9.....	371	6	725	272	5	1	6	6	4
5 9.....	30	1	106	15	1		2	2	
1 10.....	733	6	878	394	5	2	4	4	
2 10.....	1,323	6	769	610	7	5	6	6	3
3 10.....	544	5	656	185	4	1	5	5	1
4 10.....	321	3	371	107	2	2	4	3	2
5 10.....	79	1	124	32	1		1	1	1
1 11.....	48	1	134	17	1		1	1	1
2 11.....	225	3	592	102	3		3	3	1
3 11.....	281	3	422	138	5	1	2	3	1
4 11.....	250	1	157	71	2		1	1	1
Total.....	5,249	49	6,524	2,458	47	16	49	42	19

## COUNTY.

Amount of township fund	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses....	Amount paid female teachers.....	Amount paid male teachers.....	Total receipts, including balances .....	Amount of district tax..	Amount of interest on township fund.....	Amount of state and county funds received.
\$1,700	\$500	\$3,230	\$200	\$1,600	\$1,063	\$3,730	\$2,789	\$169	\$452
2,117	445	4,398	153	2,088	879	4,843	3,987	211	462
1,200	611	2,854	508	1,348	475	3,465	2,083	190	462
1,379	685	3,308	170	494	2,141	3,993	2,881	184	434
1,186	416	6,072	431	1,471	847	6,489	5,014	119	444
1,524	369	2,994	78	1,421	723	3,363	1,837	152	480
2,582	984	4,561	92	774	2,321	5,545	3,221	387	416
2,650	490	8,577	824	3,540	2,865	9,066	6,767	230	650
2,044	452	3,040	130	569	1,100	3,492	2,443	243	385
2,322	804	3,062	254	872	979	3,866	2,388	213	476
2,326	435	2,657	171	821	1,146	3,092	1,990	131	514
1,707	571	4,410	460	922	1,036	4,980	3,029	175	421
2,842	146	5,173	917	1,612	1,789	5,319	4,545	146	532
1,500	.....	4,309	200	1,873	2,024	4,309	2,534	58	870
2,000	256	2,924	334	686	1,066	3,180	2,093	257	356
\$29,080	\$7,165	\$61,568	\$4,822	\$20,088	\$20,495	\$68,733	\$47,525	\$2,796	\$7,372

## COUNTY.

\$2,869	\$1,192	\$2,728	\$79	\$149	\$2,446	\$3,918	\$2,402	\$410	\$555
2,450	182	1,359	68	32	906	1,541	922	102	267
1,832	80	2,121	73	223	1,677	2,201	1,575	106	447
571	397	2,334	88	118	1,842	2,731	2,159	61	477
651	.....	87	.....	62	87	87	.....	.....	62
1,900	1,503	2,854	171	600	1,624	4,357	2,622	190	708
1,274	641	14,366	204	1,023	2,590	15,007	12,383	127	1,228
2,998	24	1,891	67	180	1,519	1,914	1,061	245	598
534	12	928	47	224	595	940	300	22	403
245	124	368	4	49	309	493	354	36	103
580	109	805	.....	45	742	814	584	60	90
5,540	520	2,252	112	.....	2,046	2,771	1,780	625	366
1,282	342	2,228	131	71	1,318	2,570	1,376	159	355
2,375	58	1,198	25	.....	1,120	1,256	800	238	218
\$24,900	\$5,183	\$35,515	\$1,070	\$2,714	\$18,797	\$40,699	\$28,341	\$2,380	\$5,895

## MONTGOMERY

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts....	Number of districts having schools 6 months or more...
7 N., R. 2, W.....	240	4	528	203	2	2	4	4
7 3.....	301	4	522	175	3	1	4	4
7 4.....	263	5	788	201	3	4	5	5
7 5.....	366	7	1,097	350	7	5	7	6
8 2.....	324	4	549	268	4	4	4	4
8 3.....	419	6	768	484	6	2	6	6
8 4.....	707	7	882	434	6	2	7	7
8 5.....	344	6	746	348	7	3	6	6
9 1.....	105	3	443	98	3	2	2	2
9 2.....	341	7	826	269	1	6	8	8
9 3.....	402	7	935	338	6	5	7	7
9 4.....	403	7	1,192	342	7	8	7	7
9 5.....	283	5	776	239	5	3	5	5
10 1.....	272	4	415	194	3	2	8	2
10 2.....	545	6	1,066	545	1	8	6	6
10 3.....	267	5	679	243	7	3	5	5
10 4.....	328	7	1,008	347	7	7	7	7
10 5.....	281	5	814	575	6	3	5	5
11 4.....	119	3	610	100	3	3	3	3
11 5.....	269	6	707	222	7	2	6	6
12 4.....	172	2	418	172	1	2	2	2
12 5.....	247	7	951	349	10	7	7	6
Litchfield District.....	1,492	1	144	720	1	11	1	1
Total.....	8,592	117	1,773	7,222	106	96	124	118

## MORGAN

13 N., R. 8 W.....	855	9	1,188	621	12	13	9	9
14 8.....	216	7	792	180	2	5	7	7
15 8.....	106	3	469	98	1	2	3	3
16 8.....	102	2	361	79	2	1	2	2
13 9.....	423	7	939	323	9	3	7	7
14 9.....	454	8	1,606	328	5	8	8	8
15 9.....	239	4	737	329	4	1	4	4
16 9.....	448	6	988	313	6	2	6	6
13 10.....	478	7	952	359	6	2	7	7
14 10.....	421	8	1,212	324	6	5	2	2
15 10.....	411	7	869	443	3	4	7	7
16 10.....	356	6	946	320	7	1	6	5
13 11.....	154	3	369	134	2	1	3	3
14 11.....	243	4	475	267	4	1	4	4
15 11.....	282	7	1,049	252	4	9	6	6
16 11.....	575	7	1,313	555	8	5	7	7
15 12.....	342	3	475	236	2	2	3	3
16 12.....	409	7	918	291	6	2	7	7
16 13.....	377	3	488	235	2	2	1	1
City of Jacksonville.....	2,848	7	1,400	1,629	3	31	4	4
Total.....	9,739	115	17,586	7,376	94	100	109	102

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$571	\$173	\$997	\$64	\$190	\$722	\$1,171	\$424	\$58	\$313
1,653	339	1,533	48	921	892	1,865	824	165	336
786	652	1,427	65	673	510	2,078	1,356	79	305
699	647	2,385	141	679	1,344	2,031	1,546	70	584
887	100	2,878	113	235	660	2,978	2,059	44	450
948	228	2,698	100	150	1,105	2,926	2,170	95	414
3,000	4,886	6,115	2,468	1,467	1,858	11,001	6,429	296	807
397	254	1,877	99	380	1,076	2,131	1,620	29	458
810	573	938	24	382	435	1,511	1,098	38	909
850	199	2,887	250	1,225	255	3,086	2,427	43	384
1,364	583	3,974	175	946	1,118	4,556	2,665	205	484
1,566	1,954	2,649	183	1,135	1,066	4,602	2,900	157	499
371	1,089	1,479	5	467	886	2,569	1,868	32	393
1,331	393	1,438	157	486	597	1,830	854	900	375
1,929	1,123	3,353	136	750	160	4,486	3,767	55	611
924	313	2,032	50	150	931	2,345	1,073	92	353
3,094	940	3,107	376	660	1,399	4,047	2,875	354	375
1,097	1,387	2,193	162	320	1,452	3,580	1,700	110	462
7,065	519	1,398	183	386	723	1,917	209	743	196
2,652	388	2,579	138	248	1,756	2,967	1,784	295	363
7,324	507	851	30	640	150	1,359	400	571	194
1,390	1,086	3,495	153	1,958	1,958	4,581	625	1,334	360
.....	4,030	8,902	456	3,073	1,193	12,933	6,502	.....	1,043
\$40,647	\$22,367	\$61,182	\$5,576	\$14,862	\$22,176	\$83,549	\$47,174	\$5,062	\$9,967

## COUNTY.

\$782	\$383	\$5,859	\$12,385	\$2,232	\$1,310	\$1,791	\$12,028	\$357	\$3,896
326	89	2,496	3,618	330	1,500	270	3,199	419	1,228
186	286	2,897	5,369	1,119	1,214	194	3,921	1,448	2,006
213	604	1,264	2,871	1,297	874	124	2,524	346	5,068
493	80	1,638	3,459	1,650	263	111	2,671	1,388	797
478	412	3,458	5,654	1,885	1,397	271	4,451	1,202	4,123
353	685	1,800	4,681	2,447	60	175	2,807	1,874	6,846
509	76	3,403	5,117	2,844	597	275	4,401	716	1,633
549	80	3,148	5,484	1,807	604	821	3,647	1,837	800
483	235	3,713	4,981	2,082	1,244	229	4,408	573	2,705
447	137	3,067	5,186	960	1,685	378	3,379	1,807	1,507
496	466	3,477	5,702	2,131	376	100	3,547	2,155	2,427
183	42	567	1,221	600	150	69	871	350	.....
334	97	2,763	3,205	1,115	120	110	2,813	392	2,337
409	304	3,672	5,334	1,028	1,467	476	4,696	638	3,218
507	218	2,886	4,244	2,119	490	281	3,752	486	2,192
296	341	2,761	6,978	375	638	144	5,502	1,474	.....
521	106	2,095	3,143	1,461	350	914	2,240	904	1,440
381	973	1,979	3,733	860	495	196	3,627	106	3,033
2,163	355	32,120	35,590	3,900	16,361	2,743	35,590	.....	6,778
\$10,109	\$5,267	\$85,064	\$127,952	\$32,243	\$31,196	\$8,832	\$109,479	\$18,473	\$51,963

## MOULTRIE

Name or number of the township.	Number of persons between 6 and 21 .....	Number of schools .....	Number of days school in season .....	Number of scholars .....	Number of male teachers .....	Number of female teachers .....	Number of school districts .....	Number of districts having schools six months or more .....	Number of districts having debts .....
13 N., R. 4 E. ....	160	4	464	101	3	2	4	4	1
14 4 .....	481	8	1,171	477	6	3	8	8	2
15 4 .....	386	4	553	164	5	3	4	4	1
12 5 .....	825	1	1,254	816	2	5	1	1	1
13 5 .....	426	10	1,233	361	8	9	9	9	3
14 5 .....	466	9	1,274	341	4	10	9	9	1
15 5 .....	391	8	991	382	8	8	8	8	1
12 6 .....	412	7	977	327	10	7	7	7	4
13 6 .....	421	7	927	415	16	1	7	7	1
14 6 .....	318	7	927	415	8	2	7	7	1
15 6 .....	318	9	1,134	246	3	6	9	9	7
Total .....	4,266	74	9,978	3,630	63	35	73	73	22

## OGLE

23 N., R. 7 E. ....	251	4	773	243	5	3	4	4	1
24 7 .....	299	6	902	247	9	4	6	6	2
25 7 .....	136	4	540	120	2	4	4	4	1
22 8 .....	193	2	408	153	2	5	2	2	1
23 8 .....	930	12	1,741	1,006	9	16	12	12	1
24 8 .....	396	9	1,419	333	13	2	9	9	1
25 8 .....	681	7	1,152	550	7	10	8	7	1
22 9 .....	213	3	484	175	3	2	3	3	1
23 9 .....	416	10	1,410	369	12	8	10	10	2
24 9 .....	577	8	1,308	558	7	10	8	8	2
25 9 .....	438	9	1,539	407	9	7	9	9	1
22 10 .....	133	4	890	196	3	3	4	4	1
23 10 .....	601	7	1,192	595	4	14	7	7	2
24 10 .....	180	8	1,103	167	4	11	8	8	2
25 10 .....	352	9	1,768	334	8	12	9	9	1
22 11 .....	159	3	517	126	2	5	3	3	1
23 11 .....	346	7	1,088	263	7	10	7	7	3
24 11 .....	233	8	1,493	229	7	13	8	8	3
25 11 .....	329	6	1,221	223	5	10	6	6	1
40 1 .....	658	12	2,072	747	4	28	12	12	2
41 1 .....	313	10	1,766	962	9	17	10	10	5
42 1 .....	275	7	1,446	227	4	12	7	7	5
40 2 .....	354	5	1,219	251	5	8	5	5	2
41 2 .....	244	7	1,196	193	4	14	7	7	1
42 2 .....	292	8	1,852	240	4	11	8	8	1
Total .....	8,999	175	30,419	8,074	148	239	176	175	35

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers..	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received.....
\$2,942	\$206	\$783	\$348	\$70	\$462	\$980	\$441	\$112	\$191
1,600	519	2,547	64	718	1,410	3,050	1,760	80	553
5,056	241	1,646		116	735	1,887	1,213	267	378
	69					69			69
2,165	342	4,312	270	1,093	2,267	4,654	3,859	81	712
1,677	350	3,164	348	1,301	973	3,513	2,333	162	502
2,137	790	3,400	259	305	1,938	4,189	2,627	214	550
1,168	293	4,781	281	60	2,515	5,075	3,508	101	470
1,675	325	2,384	216	395	1,720	2,709	1,949	104	482
1,600	670	3,060	105	355	2,168	3,722	2,450	150	519
1,143	352	3,463	165	1,221	921	3,815	3,060	114	424
\$20,463	\$40,140	\$29,541	\$2,057	\$5,934	\$15,108	\$33,681	\$23,199	\$1,386	\$4,850

## COUNTY.

\$308	\$424	\$2,450	\$4,036	\$624	\$437	\$117	\$3,156	\$880	.....
259	270	2,024	3,002	1,205	351	206	2,813	188	.....
228	91	1,042	1,715	205	692	157	1,210	505	.....
207	74	1,807	2,545	271	564	94	2,219	326	.....
927	108	15,197	20,701	3,332	3,659	3,639	18,610	2,091	\$1,475
525	1,037	3,440	5,621	2,428	321	193	3,845	1,776	10,370
823	1,109	7,891	10,393	2,256	1,877	661	8,855	1,538	11,092
182	84	1,679	2,423	606	419	232	1,494	929	.....
509	136	2,304	3,702	1,633	631	336	2,982	720	1,118
633	355	5,660	7,965	1,342	1,569	687	6,621	1,344	3,550
597	316	5,432	6,884	2,096	1,292	268	5,526	1,358	3,164
204	56	1,073	1,851	708	611	115	1,685	166	1,112
671	172	5,665	9,082	1,685	2,642	1,091	8,172	890	1,220
368	130	1,788	3,022	633	1,320	178	2,730	262	1,639
473	87	5,784	7,465	1,171	912	314	6,128	1,336	867
202	43	1,326	1,946	105	778	118	1,227	719	862
447	279	3,498	5,227	1,349	939	301	4,261	966	1,630
340	351	2,641	3,543	1,174	849	613	3,311	233	1,559
404	225	3,241	4,712	1,027	1,392	727	3,836	876	1,698
837	125	22,250	26,848	1,893	5,019	3,070	21,177	5,671	1,383
430	203	4,477	5,809	1,032	1,589	417	4,764	1,045	2,046
385	1,044	2,112	4,151	496	1,059	735	3,386	765	10,720
442	841	5,832	9,860	1,607	1,833	678	8,148	1,712	8,564
367	98	3,009	4,434	355	1,834	488	3,385	1,039	976
419	80	3,525	5,284	520	1,060	470	3,439	1,845	545
\$11,187	\$7,636	\$115,150	\$162,199	\$22,754	\$33,645	\$15,895	\$132,991	\$29,208	\$65,589



## PEORIA

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers..	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...
Akron.....	400	10	2,235	358	4	12	10	10
Brimfield.....	449	10	2,081	439	6	18	10	10
Chillicothe.....	426	3	454	342	2	3	3	3
Elmwood.....	740	9	1,780	743	7	19	9	9
Hallock.....	386	8	1,410	363	7	9	9	9
Hollis.....	365	5	852	303	5	3	5	5
Jubilee.....	435	8	1,210	307	1	13	8	8
Kickapoo.....	532	9	1,547	385	6	6	9	9
Limestone.....	728	9	1,640	602	6	6	9	9
Logan.....	428	8	1,245	403	9	5	8	8
Medina.....	266	6	947	214	4	6	6	5
Millbrook.....	439	10	1,767	441	9	13	10	9
Peoria.....	6,996	8	1,600	3,158	5	49	7	7
Princeville.....	486	9	1,320	425	4	8	9	9
Radnor.....	394	9	1,113	279	4	12	9	9
Richwoods.....	437	9	1,282	286	6	8	9	8
Rome.....	58	1	127	43	1	1	1	1
Rosefield.....	466	8	1,687	441	10	10	8	8
Timber.....	711	10	1,659	488	7	6	10	10
Trivoli.....	394	12	1,917	344	14	15	12	12
Total.....	15,586	160	27,883	10,364	117	219	160	157

## PERI

4 S. R. 1 W.....	485	6	915	335	5	3	6	4
4 2.....	148	3	420	86	1	2	3	2
4 3.....	164	4	528	138	2	5	4	4
4 4.....	279	4	722	285	2	5	4	4
5 1.....	501	8	960	697	6	6	8	8
5 2.....	303	4	467	445	3	2	4	4
5 3.....	674	5	950	1,237	6	1	5	5
5 4.....	331	7	1,061	282	7	5	7	7
6 1.....	1,115	7	1,691	839	8	10	7	7
6 2.....	295	4	760	202	4	3	4	4
6 3.....	239	4	512	151	4	2	5	3
6 4.....	320	4	566	263	4	3	4	4
Total.....	4,849	60	9,552	5,063	54	42	61	56

## PIA

16 N., R. 6 E.....	337	7	897	302	6	3	7	7
17 6.....	479	6	692	409	6	6	4	4
18 6.....	538	9	980	480	9	8	9	9
19 6.....	397	8	1,080	312	8	6	8	8
20 6.....	330	6	863	162	5	5	6	5
21 6.....	182	5	718	204	3	7	5	5
16 5.....	168	4	540	99	1	4	4	4
17 5.....	265	7	939	270	4	11	7	6
18 5.....	315	5	139	211	7	1	5	5
19 5.....	259	6	844	258	7	1	6	6
20 5.....	278	7	916	270	5	6	7	7
21 5.....	70	2	186	98	1	2	2	2
16 4.....	164	2	152	120	5	3	4	2
17 4.....	342	5	660	365	5	4	5	5
18 4.....	195	2	253	180	1	3	2	2
19 4.....	77	2	260	65	1	1	2	2
Total.....	4,396	83	10,049	3,805	69	71	82	79

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses .....	Amount paid female teachers	Amount paid male teachers.	Total receipts including balances .....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$1,250	\$1,134	\$3,468	\$351	\$1,722	\$1,008	\$4,602	\$3,186	\$62	\$388
1,874	1,274	8,680	314	2,941	2,250	9,935	7,047	281	520
2,000	1,544	3,405	327	1,226	1,510	4,948	2,637	181	324
4,440	4,503	11,904	628	3,275	2,223	16,406	8,011	611	650
1,277	370	3,719	313	1,632	1,374	4,089	2,980	118	323
2,360	809	2,325	75	567	1,351	3,134	1,700	257	321
1,448	646	2,133	96	1,695	98	2,778	1,747	184	322
2,479	377	3,909	298	1,602	1,817	4,286	2,932	340	477
1,946	1,541	4,585	229	1,263	2,073	6,136	4,175	172	659
3,000	504	4,466	137	809	1,812	4,971	3,851	275	378
1,451	1,195	4,155	144	1,121	788	5,350	2,061	164	293
3,840	1,064	3,737	401	1,666	1,353	4,801	2,939	362	450
10,091	8,419	66,055	4,270	24,710	8,440	74,474	46,513	830	6,085
1,539	1,577	8,618	615	1,813	899	10,195	5,161	154	515
1,896	647	2,749	134	1,763	383	3,306	2,382	167	392
5,125	1,376	3,729	230	1,180	1,863	5,184	2,458	764	361
.....	111	519	36	.....	330	624	411	.....	40
2,613	903	2,761	132	1,150	1,234	3,685	1,872	350	429
2,691	925	4,337	153	1,255	2,464	5,262	3,437	356	548
3,547	1,260	4,256	183	1,467	2,040	5,516	3,694	331	406
\$54,685	\$30,178	\$149,493	\$9,068	\$52,860	\$35,313	\$179,671	\$109,215	\$5,959	\$14,621

## COUNTY.

\$609	\$104	\$2,966	\$3,793	\$1,421	\$725	\$70	\$3,626	\$166	\$1,233
305	106	363	992	336	282	70	838	218	1,092
300	160	812	1,301	955	.....	59	1,265	36	1,384
403	160	1,068	2,350	295	1,204	58	2,042	307	1,600
569	109	1,678	2,356	918	778	67	2,308	49	1,090
407	194	547	1,196	780	195	25	1,102	51	1,941
651	108	2,814	3,854	2,004	167	235	3,438	406	761
421	281	1,596	2,968	1,274	487	136	2,353	613	2,441
1,238	100	6,960	9,098	1,740	2,700	850	7,792	1,306	999
422	115	725	1,350	730	381	66	1,280	70	1,155
373	80	947	1,817	1,091	153	79	1,707	108	1,059
420	81	645	1,554	701	318	31	1,469	85	555
\$6,120	\$1,598	\$21,120	\$32,624	\$12,243	\$7,379	\$1,737	\$20,210	\$3,414	\$15,219

## COUNTY.

\$487	\$162	\$2,214	\$3,421	\$1,319	\$502	\$339	\$2,836	\$585	\$1,547
598	620	4,109	7,650	2,172	1,270	457	5,797	1,853	5,916
693	50	4,800	6,527	2,100	1,980	550	5,602	925	803
539	89	2,276	3,395	1,058	957	218	2,888	507	1,200
437	198	2,971	4,664	1,288	436	121	4,230	434	1,320
276	508	1,673	2,688	504	1,009	149	2,351	337	4,979
285	805	944	2,309	60	879	356	2,031	278	13,660
486	372	4,992	7,127	765	1,215	227	5,792	1,335	2,956
434	142	2,649	3,811	260	1,532	211	3,548	263	1,677
437	83	3,347	4,003	1,741	60	100	3,891	112	827
352	450	3,068	4,034	849	1,331	101	3,816	218	4,462
57	.....	87	375	150	130	24	317	58	.....
187	659	1,355	2,635	188	751	107	1,828	807	13,883
465	113	4,184	6,484	955	1,845	246	6,214	270	.....
270	.....	1,094	2,124	238	373	41	1,631	492	.....
\$6,002	\$4,251	\$39,762	\$61,246	\$13,647	\$14,289	\$3,248	\$52,772	\$8,474	\$53,230

## PIKE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers..	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more..
3 S., R. 2 W.....	322	3	517	276	5	1	3	3
4 2.....	118	2	320	65	1	3	2	2
5 2.....	450	6	792	401	5	3	6	6
6 2.....	522	8	1,100	434	8	4	8	7
7 2.....	292	3	510	187	3	1	4	3
3 3.....	655	6	836	786	6	7	6	6
4 3.....	807	8	1,104	661	6	16	8	8
5 3.....	420	8	1,109	364	6	6	8	5
6 3.....	535	6	1,166	437	8	5	7	6
7 3.....	438	8	830	295	7	3	8	8
3 4.....	425	7	882	327	3	10	7	7
4 4.....	522	9	1,419	410	6	9	9	9
5 4.....	1,122	9	1,728	1,045	6	14	9	9
6 4.....	508	8	1,573	508	11	12	12	8
7 4.....	499	9	1,500	409	12	5	10	9
4 5.....	502	9	1,267	387	4	11	10	9
5 5.....	500	8	1,373	445	8	13	8	8
6 5.....	521	7	1,033	454	6	6	7	7
7 5.....	34	1	124	15	1	1	1	1
4 6.....	417	9	2,200	982	9	10	9	9
5 6.....	426	9	1,415	324	5	9	9	7
6 6.....	28	1	124	28	2	2	1	1
4 7.....	411	7	988	350	8	6	7	7
4 8.....	82	1	147	38	1	1	1	1
Total .....	10,557	152	24,077	9,628	135	154	160	154

## POPE

T. 11, R 5 E.....	305	5	660	190	6	5	5
11, 6.....	278	4	560	197	5	1	4
11, 7.....	88	2	264	54	2	2	2
12, 5.....	311	4	528	193	4	4	4
12, 6.....	402	7	968	331	7	7	7
12, 7.....	250	2	246	114	1	1	2
13, 5.....	387	6	744	302	4	2	6
13, 6.....	476	8	968	429	5	3	8
13, 7.....	296	2	240	201	2	3	2
14, 5.....	243	2	246	110	1	1	2
14, 6.....	416	5	480	233	2	3	5
15, 6.....	232	2	264	163	3	2	2
15, 7.....	141	2	245	70	2	2	2
16, 7.....	252	3	396	135	3	1	3
Total .....	4,077	54	6,809	2,722	45	17	54

## PULASKI

T. 14 S., R. 1 W.....	159	4	509	147	1	3	1
14 1 E.....	139	3	390	110	2	1	3
14 2.....	276	3	369	128	2	1	3
15 1 W.....	539	8	1,032	364	3	6	8
15 1 E.....	419	4	672	417	1	5	4
15 1.....	126	3	277	75	2	1	2
16 1 W.....	822	7	929	699	6	4	3
16 1 E.....	155	3	360	53	2	1	2
Total .....	2,635	35	4,538	1,993	19	22	26

## COUNTY.

Amount of township fund..	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$2,695	\$192	\$2,106	\$118	\$177	\$1,263	\$2,298	\$1,331	\$282	\$375
850	94	447	19	268	150	542	194	68	173
4,582	199	3,323	223	248	1,966	3,523	2,324	684	474
4,000	823	5,994	148	603	1,965	6,817	3,582	400	586
2,237	388	2,198	61	207	1,172	2,586	1,772	284	341
1,574	164	4,019	311	1,390	1,911	4,183	3,579	157	638
4,203	143	8,063	565	3,916	2,355	8,206	6,105	420	765
1,728	1,269	2,667	342	1,119	697	3,967	1,909	147	611
2,713	579	3,381	126	253	2,041	3,959	2,984	271	664
745	281	2,201	121	.....	1,724	2,432	1,489	74	595
2,227	387	2,398	226	1,113	1,631	2,786	1,696	324	537
1,507	2,142	4,169	322	1,331	1,068	6,311	3,808	151	604
1,197	217	3,106	468	1,040	540	3,323	1,383	120	1,065
2,242	231	3,717	508	661	1,405	3,949	2,985	222	601
1,590	345	3,355	180	233	1,802	3,700	2,862	159	533
4,498	277	2,652	86	1,241	715	2,929	1,636	338	575
4,397	144	4,620	259	992	1,273	4,764	3,402	440	558
1,150	224	2,826	162	805	981	3,050	2,061	115	566
565	.....	326	.....	.....	300	386	50	103	173
2,348	1,696	6,575	154	2,036	2,083	8,272	4,355	661	920
6,146	176	1,507	155	798	529	1,683	380	505	798
.....	4	246	12	210	.....	250	90	.....	137
1,693	301	4,374	324	589	1,729	4,675	2,839	153	503
1,981	67	341	54	150	121	407	119	66	162
\$56,867	\$10,383	\$74,604	\$4,943	\$19,379	\$29,107	\$84,987	\$52,939	\$6,143	\$12,956

## COUNTY.

\$392	\$50	\$729	\$1,483	\$1,084	.....	\$22	\$1,404	\$79	\$502
388	55	500	968	900	\$20	29	968	.....	520
309	83	874	1,361	1,077	.....	97	1,234	127	836
401	122	450	1,166	813	.....	65	990	175	1,154
458	74	1,114	1,766	1,639	.....	63	1,753	13	933
303	67	260	636	168	181	26	447	189	670
527	120	970	1,762	959	347	31	1,722	40	1,194
531	320	1,451	2,798	1,267	576	93	2,427	371	1,720
327	52	3,175	3,867	1,196	933	554	3,105	761	573
278	20	415	838	386	187	26	789	48	200
420	229	1,153	1,964	570	624	87	1,501	463	1,068
328	20	256	915	510	.....	23	742	173	556
279	203	385	867	733	.....	12	767	100	1,525
270	244	635	1,867	551	296	55	1,783	84	3,339
\$5,212	\$1,659	\$12,368	\$22,279	\$11,853	\$3,164	\$1,183	\$19,634	\$2,645	\$14,790

## COUNTY.

\$397	.....	\$681	\$1,385	\$243	\$714	\$62	\$1,308	\$59	\$405
321	\$56	350	1,367	510	180	47	772	595	644
302	10	400	711	305	265	15	646	65	130
542	203	4,227	5,219	1,724	2,271	261	5,080	139	1,224
417	71	1,809	2,297	1,023	631	333	2,058	19	753
119	119	251	511	98	286	27	466	45	929
607	84	3,384	4,387	1,784	1,295	260	3,912	469	3,581
151	51	150	352	197	.....	12	268	84	1,250
\$2,856	\$594	\$11,252	\$16,229	\$5,864	\$5,642	\$1,016	\$14,517	\$1,712	\$8,926

## PUTNAM

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more ..	Number of districts having debts.....
T. 31. R. 1 W.....	502	8	1,297	467	8	13	8	8	1
32 1.....	536	9	1,107	421	6	14	9	9	2
33 1.....	134	2	289	78	1	2	2	2	2
31 2.....	75	3	358	48	4	2	3	3	3
32 2.....	474	5	741	421	5	5	5	5	3
33 2.....	48	1	211	44	1	1	1	1	1
14 9 E.....	117	3	396	115	5	5	3	2	1
14 10.....	143	4	700	107	1	6	4	4	1
Total.....	2,029	35	5,099	1,701	26	48	35	34	14

## RANDOLPH

4 S., R. 5 W.....	439	6	820	388	5	4	6	6	2
4 6.....	331	7	955	314	3	5	7	7	2
4 7.....	278	5	815	219	4	4	5	5	3
4 8.....	940	5	674	294	6		6	5	3
5 5.....	304	6	815	354	4	2	6	2	3
5 6.....	411	6	897	299	6	5	6	6	3
5 7.....	380	5	792	242	4	1	5	5	4
5 8.....	348	4	502	189	4		4	4	2
5 9.....	397	4	360	119	2	1	3	4	1
5 10.....									
6 5.....	450	7	861	306	6	5	7	6	5
6 6.....	376	6	814	221	5	3	6	6	4
6 7.....	512	7	923	467	6	2	7	7	4
6 8.....	128	3	258	70	1	2	3	2	1
7 5.....	276	4	523	246	3	1	4	4	4
7 6.....	305	5	600	172	1	4	5	5	5
7 7.....	884	7	660	396	2	5	3	3	1
7 8.....	92	1	120	72		1	1	1	1
8 5.....	183	2	240	144	2	1	2	2	
8 6.....	73	1	118	47	1		2	1	1
City of Sparta.....	420	6	729		3	7	1	1	
Total.....	7,507		12,472	4,559	68	53	90	81	49

## RICHLAND

2. R. 8.....	27	1	131	13		1	1	1	
3 8.....	116	2	122	153	3		2	2	1
2 9.....	249	5	124	142	5		5	5	1
3 9.....	550	7	1,012	524	6	9	7	7	3
4 9.....	405	6	794	496	6	6	6	6	2
5 9.....	153	3	370	162	2	2	3	3	2
2 10.....	368	7	840	228	5	6	7	7	4
3 10.....		9		356	6	6	9	9	
4 10.....	347	8	960	317	7	1	8	8	
5 10.....	186	3	440	213	4	2	3	3	
2 11.....	13	1	132	13		1	1	1	1
3 11.....	152	3	396	132	4	2	3	3	
4 11.....	45	2	237	39	2		2	2	1
5 11.....	20	1	240	28	1	1	1	1	1
2 14.....	331	8	1,056	310	7	5	8	8	4
3 14.....	564	9	1,139	688	11	8	9	9	2
4 14.....	500	9			7	5	9	9	3
5 14.....	190	3	126	120		3	3	3	3
Olney School District.....	1,092	1	186	836	1	11	1	1	1
Total.....	5,318	88	8,323	5,750	77	69	79	79	29

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses .....	Amount paid for fuel and incidental expenses .....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances .....	Amount of district tax .....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$9,638	\$836	\$5,001	\$371	\$2,056	\$1,327	\$5,837	\$2,961	\$1,016	\$771
5,100	418	6,193	7	2,055	1,462	6,613	4,613	466	673
1,490	677	780	22	240	180	1,456	586	149	199
1,109	367	966	83	290	379	1,363	849	109	174
1,151	600	3,884	258	1,301	1,684	4,484	2,757	95	562
1,379	607	607	18	70	459	607	326	159	81
1,586	201	877	160	700	.....	1,078	712	40	197
1,024	358	1,659	35	761	405	2,017	987	93	281
\$21,477	\$3,457	\$30,099	\$953	\$7,473	\$5,895	\$23,457	\$13,792	\$2,127	\$2,938

## COUNTY.

\$516	\$192	\$1,871	\$2,685	\$1,043	\$773	\$211	\$2,613	\$71	\$1,932
430	100	2,113	3,038	753	1,679	111	2,282	756	1,101
383	102	1,346	1,965	910	314	18	1,944	22	1,020
702	131	1,929	2,957	2,100	.....	68	2,713	244	1,042
417	257	2,122	3,029	1,252	310	66	2,657	372	2,573
479	115	2,673	3,358	1,388	301	139	2,686	673	880
430	45	2,038	2,526	1,450	50	85	2,530	.....	685
393	251	158	899	844	.....	11	887	11	3,469
465	68	781	1,488	892	160	15	1,282	206	651
40	.....	.....	40	.....	.....	.....	.....	40	.....
512	94	1,807	2,792	1,435	469	80	2,187	605	943
453	223	1,865	2,817	1,206	274	131	2,039	778	1,848
647	82	851	2,100	1,200	480	40	2,100	.....	1,900
222	.....	314	585	266	241	66	585	.....	.....
366	42	1,421	2,022	983	169	48	1,784	228	834
460	200	1,245	2,508	220	854	77	2,154	354	2,000
723	260	4,179	5,308	1,058	1,364	423	4,534	423	2,141
100	.....	128	228	.....	105	.....	228	.....	.....
189	134	1,759	2,095	1,951	137	85	1,463	632	848
86	37	475	598	525	.....	20	569	29	319
435	87	5,339	6,980	1,354	1,430	451	6,980	.....	.....
\$8,448	\$2,421	\$34,116	\$50,092	\$19,931	\$8,500	\$2,144	\$44,215	\$5,807	\$24,179

## COUNTY.

\$36	.....	\$28	\$78	.....	\$70	\$6	\$78	.....	.....
126	.....	439	692	\$250	.....	11	677	\$16	\$4,039
294	\$80	373	766	750	.....	8	765	1	800
501	200	4,125	5,051	1,102	912	413	4,384	1,096	1,662
466	216	944	1,716	863	253	48	1,484	233	2,169
214	221	766	833	361	256	48	896	7	2,219
423	213	1,178	1,882	587	585	54	1,639	193	1,449
515	52	1,297	1,967	.....	.....	.....	1,864	103	607
440	69	2,737	3,965	1,967	248	217	3,535	430	780
199	24	304	527	334	100	23	467	60	242
38	18	73	158	.....	26	7	158	.....	100
114	45	599	934	297	222	42	844	89	455
.....	30	14	113	97	.....	1	100	13	301
60	.....	.....	.....	79	54	12	.....	.....	.....
439	133	945	1,556	631	356	150	1,423	133	1,342
654	460	2,993	5,780	1,418	480	252	5,191	578	1,765
542	105	1,973	2,774	737	1,066	103	2,328	446	1,909
184	25	403	612	.....	540	30	612	.....	250
791	46	7,439	13,330	2,250	4,095	665	9,424	2,906	1,550
\$6,133	\$1,939	\$26,522	\$42,268	\$11,652	\$10,671	\$2,092	\$35,985	\$6,234	\$21,640

## ROCK ISLAND

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools .....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts.....	Number of districts having schools 6 months or more ..	Number of districts having debt.....
T 18, R. 2 W. 4th P. M..	2,584	25	160	1,755	2	23	1	1	1
19, 3 E. " " " "	111	2	246	90	2	2	2	2	1
19, 1 " " " "	263	4	396	202	1	2	2	2	1
20, 2 " " " "	100	4	566	77	3	6	4	3	2
17, 4 W. " " " "	57	2	287	45	3	3	2	2	2
17, 2 " " " "	461	11	1,078	421	4	9	9	8	3
18, 3 E. " " " "	34	1	127	34	1	1	1	1	1
18, 1 " " " "	584	11	1,535	686	4	16	9	9	2
19, 2 " " " "	273	11	1,455	283	3	5	10	8	1
18, 1 W. " " " "	1,309	12	341	688	2	13	2	2	1
17, 1 " " " "	1,078	14	2,137	783	9	10	10	9	1
16, 2 " " " "	372	6	896	340	6	5	6	6	1
17, 3 " " " "	306	4	340	231	3	5	3	2	1
16, 1 " " " "	309	8	1,060	226	7	4	8	7	2
16, 4 " " " "	382	7	1,242	222	7	7	7	7	2
Cordova school district...	183	3	200	158	2	1	1	1	2
Drury township.....	603	9	1,356	371	5	7	9	9	2
T 16, R. 3 W. " " " "	349	5	987	336	6	5	6	6	2
18, 2 E. " " " "	232	7	883	225	5	7	7	7	5
17, 1 " " " "	86	2	318	88	.....	5	2	2	2
Total.....	9,775	148	15,617	7,264	73	136	101	94	28

## SALINE

7 S., R. 5 E. ....	276	2	264	234	3	.....	2	2	2
7 6 " " " "	188	4	438	167	2	2	4	3	3
7 7 " " " "	225	3	378	200	2	1	3	3	3
8 5 " " " "	526	7	774	446	8	1	6	6	3
8 6 " " " "	588	8	984	450	6	2	7	7	3
8 7 " " " "	704	9	1,088	524	11	1	9	8	3
9 5 " " " "	605	7	836	375	8	.....	7	6	3
9 6 " " " "	697	8	969	443	6	2	6	6	5
9 7 " " " "	308	4	484	233	4	.....	2	2	.....
10 5 " " " "	300	5	612	270	5	1	4	4	2
10 6 " " " "	309	4	488	191	6	.....	4	4	4
10 7 " " " "	323	5	600	197	4	1	4	4	4
Total.....	5,049	66	7,914	3,732	65	11	58	55	35

## OUNTY.

Amount of township fund...	Balance on hand.....	Total expense .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county
\$1,270	\$240	\$32,592	\$3,775	\$9,440	\$2,480	\$32,832	\$31,062	\$61	15
332	247	974	43	210	315	974	756	36	11
1,019	332	2,516	283	844	757	2,763	1,710	112	13
2,060	143	979	75	858	412	1,311	841	237	15
1,965	143	624	137	254	181	768	329	187	11
	2,066	8,615	1,557	1,682	977	10,081	7,059	28	13
	24	206	47	40	104	230	153	412	15
6,187	1,977	6,625	219	1,840	1,016	8,002	5,898	108	11
1,100	1,377	3,281	306	1,546	1,116	4,658	3,177	390	11
3,349	5,813	18,380	1,904	5,780	1,941	24,193	16,779	396	11
3,375	2,897	8,807	1,532	1,608	3,021	11,704	8,935	85	11
540	545	2,200	163	1,056	749	2,746	1,400	375	11
2,500	388	1,804	206	397	706	2,192	1,359	110	11
1,100	1,378	2,599	208	698	1,530	3,977	2,345	119	11
1,271	1,267	3,441	284	794	1,293	4,708	3,266	224	11
988	785	1,692	292	273	923	2,477	1,423	390	11
3,715	960	3,009	140	1,429	901	3,969	2,437	120	11
1,200	723	3,089	357	707	1,150	3,812	2,082	206	11
1,943	490	3,596	256	812	622	4,085	1,363	144	11
	23	1,541	54	633	249	1,564	1,153		11
\$33,876	\$21,674	\$105,371	\$11,859	\$30,543	\$20,444	\$127,046	\$85,227	\$1,040	

## OUNTY.

	\$893	\$1,224	\$505		\$16	\$1,064	\$160	
	1,051	1,360	669	\$351	79	1,306	54	
\$29	600	882	505	240	65	864	19	\$408
142	1,513	2,467	1,824	151	100	2,338	129	803
70	1,647	3,319	1,478	404	89	2,143	1,176	875
43	1,619	2,437	1,962	31	101	2,332	105	1,232
90	1,818	2,924	1,493	140	103	2,342	582	306
4	4,500	5,212	1,522	350	243	4,774	438	393
95	911	1,507	969		96	1,200	301	2,400
19	1,385	1,904	1,380		130	1,838	66	608
39	897	1,566	832	97	40	1,481	85	340
26	965	1,482	1,046	86	29	1,469	14	237
\$356	\$17,819	\$26,286	\$14,186	\$1,949	\$1,092	\$23,151	\$3,134	\$7,602



## SANGAMON

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more..	Number of districts having debts.....
13 N., R. 4 W.....	173	4	619	203	4		4	4	2
13 5 .....	412	9	1,514	261	7	2	9	8	3
13 6 .....	422	8	1,602	331	6	5	8	8	3
13 7 .....	318	7	1,164	248	8	2	8	5	1
14 3 .....	53	1	121	49	2		1	1	3
14 4 .....	349	6	780	261	6	3	6	6	3
14 5 .....	410	6	986	319	4	6	6	6	2
14 6 .....	460	8	1,627	368	8	5	7	7	6
14 7 .....	473	9	1,128	443	8	5	9	7	3
14 8 .....	81	3	462	67	2	2	3	3	2
15 2 .....									
15 3 .....	265	6	619	196	6	1	6	6	1
15 4 .....	467	8	1,379	368	7	6	8	8	7
15 5 .....	454	6	986	319	4	6	5	5	1
15 6 .....	364	8	1,062	778	6	6	8	8	
15 7 .....	462	6	916	379	5	7	6	6	1
15 8 .....	110	3	381	100	1	2	3	3	
16 2 .....	276	5	749	914	6	1	5	5	
16 3 .....	581	4	708	393	6	3	4	4	1
16 4 .....	512	7	1,267	391	8	6	7	7	
16 5 .....	663	8	1,313	504	4	4	8	8	2
16 6 .....	395	10	1,568	354	7	8	10	10	2
16 7 .....	202	5	760	151		7	5	5	2
16 8 .....	86	2	437	73	1	3	2	2	
17 1 .....	25	1	119	123	1		1	1	
17 2 .....	95	3	440	66	4	2	3	3	
17 3 .....	151	2	300	85	1	2	2	2	
17 4 .....	382	5	990	288	7	4	5	5	
17 5 .....	317	9	1,188	276	4	8	9	9	
17 6 .....	300	3	380	234	2	2	3	3	
17 7 .....	285	4	583	252	3	3	4	4	
17 8 .....	52	1	197	53	1	2	1	1	
18 4 .....	30	1	220	31	1		1	1	
18 5 .....	69	2	268	66	3		2	2	
Illopolis district.....	241	1	187	156	1	2	1	1	
City of Springfield.....	5,041	6	1,200	2,637	6	38	6	4	
Total .....	14,876	177	28,244	11,757	150	153	176	175	47

## SCHUYLER

3 N. R. 1 W.....	416	5	743	289	2	7	5	5	
3 2 .....	406	9	1,136	378	6	9	9	9	6
3 3 .....	483	6	1,078	309	7	9	8	7	5
2 4 .....	415	9	1,134	410	6	4	9	8	5
3 4 .....	472	8	1,228	450	4	11	11	11	7
2 3 .....	409	8	860	442	5	6	8	7	
2 2 .....	360	6	946	293	3	8	6	6	2
2 1 .....	505	9	1,207	436	8	10	9	9	1
2 1 E.....	519	6	768	499	5	5	6	6	2
2 2 .....	201	3	438	324	1	3	3	3	1
1 1 .....	121	1	162	114	2	1	1	1	1
1 1 W.....	431	7	1,170	370	6	8	7	7	
1 2 .....	500	7	886	450	7	5	7	7	3
1 S., 1 .....	56	1	132	30	1		1	1	
1 2 .....	54	1	122	59	1	1	1	1	
Rushville Union.....	557	1	194	468	1	9	1	1	1
Total .....	5,905	87	12,204	5,321	65	96	92	89	34

## COUNTY.

Amount of township fund.....	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.....	Amount paid male teachers.....	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$3,755	\$535	\$2,153	\$131	\$114	\$1,756	\$2,689	\$1,719	\$387	\$937
4,468	326	4,099	263	246	2,408	4,425	2,491	305	438
2,113	590	3,930	230	1,566	1,770	4,520	3,157	187	454
7,703	1,312	3,196	55	561	1,852	4,508	2,338	804	466
	67	356	12		293	423	273	24	58
1,243	583	1,824	103	480	1,066	2,406	1,158	120	414
4,270	115	2,500	110	520	1,800	2,615	1,800	140	516
1,614	953	4,955	155	889	2,959	5,908	3,352	185	513
3,028	515	5,761	411	762	2,918	6,277	5,064	297	577
1,228	216	1,014	17	300	600	1,230	1,080	39	111
		30	30			30			30
1,029	1,326	1,965	35	75	1,672	3,292	1,902	131	296
1,230	336	4,224	161	727	2,551	4,560	3,262	124	518
2,822	1,417	3,282	98	1,356	829	4,699	2,102	431	521
743		5,013	675	952	1,555	5,013	3,876	79	422
1,300	2,136	8,369	462	1,661	1,613	10,505	7,202	130	559
2,006		174			174				174
3,426	665	4,143	241	105	1,800	4,818	3,769	430	348
2,143	1,587	6,216	334	826	2,302	7,802	6,608	197	543
994	821	4,213	80	547	2,765	5,035	4,227	81	585
100	686	6,200	310	1,500	2,900	6,866	5,506	10	673
1,065	661	4,972	211	1,584	2,364	5,634	4,649	85	492
1,203	727	3,195	454	2,071	484	3,922	2,474	120	343
		156			156				156
		224			209	224	140		52
		172			172				172
1,025	27	1,155	128	444	375	1,182	682	94	259
1,274	561	4,694	921	921	2,280	5,255	3,924	127	477
1,790	330	4,336	171	1,190	1,786	4,666	3,175	175	444
	213	3,332	190	750	770	3,545	2,493		236
1,655	544	3,087	140	934	1,703	3,630	2,565	158	235
	95	603	19	120	454	699	544		62
		636			629	636	374		61
		617			547	617	548		69
784	740	1,645	171	675	720	2,386	1,061	78	243
	459	41,792	6,130	18,800	8,773	42,251	38,715		3,247
\$54,014	\$18,545	\$144,244	\$11,983	\$40,866	\$57,022	\$162,789	\$122,322	\$4,937	\$15,000

## COUNTY.

\$501	\$177	\$1,376	\$2,321	\$471	\$678	\$103	\$2,034	\$287	\$1,196
496	186	1,847	2,846	916	863	179	2,678	168	1,937
495	174	1,704	3,241	919	385	108	2,925	315	1,177
501	263	1,972	3,137	921	986	172	2,765	372	2,132
559	143	2,055	2,799	628	923	129	2,774	25	1,710
486	162	1,277	2,480	443	680	55	2,344	136	1,620
444	674	562	2,295	369	595	102	1,934	361	6,776
554	271	1,449	3,557	1,462	611	192	2,965	592	2,830
613	118	967	2,058	642	468	101	1,687	371	1,586
257	132	571	1,335	365	586	108	1,241	94	1,200
170		1,525	1,914	450	240	130	1,914		750
495	150	1,305	2,811	977	731	141	2,116	695	2,075
566	96	1,539	2,372	975	387	98	2,123	249	2,051
87		149	332	287		40	331	1	
73	25	163	279	134	30	13	182	98	
511	998	12,995	25,159	1,402	3,994	422	25,018	142	7,354
\$6,806	\$3,569	\$32,316	\$58,936	\$11,359	\$12,156	\$2,090	\$55,030	\$3,905	\$34,414

## SCOTT

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers...	Number of female teachers..	Number of school districts..	Number of districts having schools.....	Number of districts having schools 6 months or more.....	Number of districts having schools 6 months or more.....
13 N., R. 11 W.....	484	3	393	301	4	1	3	3	3	3
14 11.....	111	2	240	114	2	2	2	2	2	2
13 12.....	552	8	1,138	397	6	6	8	8	8	8
14 12.....	831	8	1,230	746	10	10	8	8	8	8
15 12.....	220	4	352	138	3	4	4	4	4	4
13 13.....	196	4	500	138	3	3	4	4	4	4
14 13.....	414	5	662	234	3	3	5	5	5	5
15 13.....	573	8	1,238	497	7	2	2	2	2	2
15 14.....	251	2	240	249	1	3	2	2	2	2
Total.....	3,632	44	6,160	\$2,812	38	32	44	43	43	43

## SHELBY

9 N., R. 1 E.....	84	3	512	110	2	1	3	3	3	3
9 2.....	183	2	248	166	2	2	2	2	2	2
9 3.....	294	4	528	208	4	3	4	4	4	4
9 4.....	118	4	534	156	4	2	4	4	4	4
9 5.....	175	2	316	112	3	2	2	2	2	2
9 6.....	259	5	801	397	5	3	3	3	3	3
10 1.....	439	3	462	163	3	5	5	5	5	5
10 2.....	383	5	674	260	4	1	4	4	4	4
10 3.....	413	5	704	476	8	1	5	5	5	5
10 4.....	359	6	754	297	6	2	7	6	6	6
10 5.....	333	4	457	170	4	5	5	5	5	5
10 6.....	395	7	319	319	6	3	7	7	7	7
11 2.....	424	10	1,515	385	12	4	10	10	10	10
11 3.....	417	9	1,134	341	9	5	9	9	9	9
11 4.....	1,298	8	2,904	1,045	9	8	8	8	8	8
11 5.....	328	5	632	220	6	5	5	5	5	5
11 6.....	481	10	1,320	470	8	5	10	10	10	10
12 2.....	303	8	1,219	211	9	6	8	8	8	8
12 3.....	390	5	711	378	5	4	4	4	4	4
12 4.....	530	6	880	530	6	2	8	8	8	8
12 5.....	616	9	1,078	460	11	1	9	7	7	7
12 6.....	46	1	176	19	2	3	8	8	8	8
13 2.....	379	8	1,146	218	12	3	8	8	8	8
13 3.....	312	4	619	361	5	2	4	4	4	4
13 4.....	147	1	123	114	1	1	1	1	1	1
14 2.....	332	4	854	316	6	5	4	4	4	4
14 3.....	131	2	.....	74	1	2	2	2	2	2
Total.....	9,570	140	20,301	7,976	146	63	142	133	133	133

## STAN

Valley.....	386	9	1,375	419	4	15	9	9	9
Essex.....	441	10	1,465	355	12	9	10	10	10
West Jersey.....	397	8	1,925	339	9	15	9	9	9
Goshen.....	429	6	1,988	395	7	15	8	8	8
Toulon.....	720	13	3,513	718	5	27	8	8	8
Penn.....	398	9	1,494	314	6	9	9	9	9
Osceola.....	544	8	1,814	349	8	10	8	8	8
Elmira.....	328	7	1,246	309	4	12	7	7	7
Total.....	13,643	78	14,820	,198	55	112	68	65	65

## COUNTY.

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,250	\$920	\$2,185	\$304	\$195	\$1,279	\$3,105	\$1,847	\$23	\$452
105	105	439	13	772	398	544	425	161	119
1,256	393	4,470	227	2,383	1,691	4,663	3,515	170	591
1,763	627	9,280	947	192	3,390	9,907	8,437	150	867
4,100	236	1,689	166	415	977	1,925	1,057	80	348
1,401	466	1,384	139	700	318	1,850	831	140	355
1,401	695	1,737	152	150	600	2,432	847	160	519
2,015	108	3,096	400	540	1,993	3,305	2,461	193	566
1,937	1,637	1,637	254		550	1,637	1,169		230
\$14,556	\$3,551	\$25,716	\$2,594	\$5,354	\$11,197	\$29,267	\$20,589	\$1,137	\$1,040

## COUNTY.

\$210	\$79	\$1,050	\$1,342	\$566	\$258	\$50	\$1,324	\$8	\$791
216	92	566	996	473	237	36	961	35	1,300
363	110	536	1,009	678	330	59	1,009	124	1,108
163	117	441	961	441	38	38	837	200	2,331
214	210	397	879	547	40	38	680	179	3,571
271	245	1,006	1,627	1,071	564	80	1,647	463	3,037
477	273	3,626	4,962	1,471	50	55	4,499	183	1,833
475	41	1,016	1,546	1,158	381	71	1,363	262	1,002
543	105	1,529	2,177	881	94	193	1,915	152	1,047
434	141	1,190	2,198	1,264	66	106	2,046	455	1,119
375	291	1,935	2,930	819	464	66	2,475	614	2,163
738	103	1,269	2,580	1,079	273	205	1,966	752	1,027
497	301	5,346	6,994	2,393	277	151	6,242	1,028	3,222
549	88	1,949	3,384	1,634	81	474	2,356	349	877
1,060	87	1,979	3,667	2,242	277	277	3,317	431	867
440	203	1,000	2,133	1,364	651	252	1,703	60	1,353
547	80	2,109	3,072	1,791	1,053	158	3,012	370	800
423	162	3,202	4,357	301	274	100	3,987	168	2,620
483	82	812	1,558	803	200	120	1,390	206	898
534	44	924	2,128	1,450	100	30	1,923	166	950
603	8	3,016	3,792	2,240	18	290	3,626	9	771
69	16	407	491	366	354	170	483	617	814
450	101	2,427	3,377	1,637	290	29	2,760	561	1,239
418	124	664	2,061	872	776	57	1,500	51	2,242
208	112	548	1,324	627	124	89	1,324	401	5,927
342	335	2,166	3,299	1,161			3,248		6,313
172	257	69	1,214	180			813		
\$11,294	\$3,803	\$41,818	\$66,256	\$29,525	\$6,848	\$3,164	\$58,414	\$7,842	\$48,203

## COUNTY.

\$510	\$189	\$2,192	\$3,211	\$857	\$1,100	\$380	\$3,049	\$162	\$2,359
581	130	3,410	11,332	1,478	974	458	10,617	615	1,273
494	91	1,779	3,083	839	1,185	156	2,392	691	905
584	200	3,424	5,008	1,140	1,970	725	4,780	228	2,006
795	511	5,195	10,631	2,083	3,714	553	7,707	2,924	3,037
502	89	2,535	3,508	779	1,832	79	3,193	315	754
545	82	3,948	5,473	549	1,450	700	4,847	626	1,052
454	181	2,362	3,879	910	1,516	120	3,024	854	1,210
\$4,465	\$1,473	\$24,865	\$46,024	\$9,636	\$13,740	\$3,172	\$39,609	\$6,415	\$12,597

## ST. CLAIR

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers ..	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more..	Number of districts having double.....
1 N., R. 6 W .....	1,193	7	1,279	895	12	4	7	7	3
1 7 .....	469	6	1,034	287	4	3	6	6	1
1 8 .....	4,174	12	1,560	1,668	13	25	8	8	1
1 9 .....	667	7	1,341	399	6	1	7	7	1
1 10 .....	328	4	605	214	4	1	4	4	3
2 6 .....	1,565	8	1,254	925	7	9	7	7	1
2 7 .....	600	6	814	390	5	3	6	6	2
2 8 .....	825	6	1,328	688	6	3	7	7	1
2 9 .....	582	7	1,190	371	5	2	7	7	2
2 10 .....	2,628	7	1,420	1,139	10	11	4	4	2
1 S., R. 6 .....	377	5	872	222	5	5	5	5	1
1 7 .....	694	5	792	304	4	3	5	5	1
1 8 .....	436	6	862	256	5	1	6	6	1
1 9 .....	936	8	1,137	433	10	8	8	8	1
1 10 .....	65	1	129	37	1	1	1	1	1
2 6 .....	564	5	776	934	5	5	5	5	3
2 7 .....	563	7	1,315	340	8	1	7	7	1
2 8 .....	389	4	561	247	4	2	2	2	3
2 9 .....	192	3	349	101	3	3	3	3	3
3 6 .....	412	6	720	284	3	3	4	4	2
3 7 .....	257	2	396	175	2	2	2	2	2
Total .....	17,916	124	19,734	10,399	122	70	111	111	36

## STEPHENSON

26 N., R. 5 E .....	230	5	600	149	4	4	5	5	...
27 5 .....	194	5	686	177	5	5	5	5	...
28 5 .....	236	6	981	204	6	7	6	6	...
27 5 .....	26	...	...	14	...	...	...	...	...
26 6 .....	392	7	1,202	331	9	12	7	7	1
27 6 .....	393	9	1,397	418	7	10	9	9	3
28 6 .....	922	8	1,366	846	10	16	8	8	1
29 6 .....	298	6	1,083	279	6	10	6	6	...
26 7 .....	377	8	1,188	299	4	7	8	8	1
27 7 .....	452	11	1,771	391	9	11	11	11	1
28 7 .....	856	15	2,242	730	34	30	15	15	...
29 7 .....	508	5	1,520	387	8	6	5	5	1
26 8 .....	504	10	1,688	388	7	10	10	10	1
27 8 .....	3,120	13	2,354	1,808	8	37	11	11	...
28 8 .....	621	10	1,517	454	10	7	10	10	...
29 8 .....	232	3	557	204	3	2	3	3	...
26 9 .....	447	8	1,530	403	5	4	8	8	...
27 9 .....	512	5	855	460	4	7	5	5	...
28 9 .....	705	10	2,075	678	11	7	10	10	...
29 9 .....	204	4	663	163	3	2	4	4	...
Total .....	11,229	148	25,275	8,783	153	194	146	146	3

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,989	\$1,308	\$11,974	\$656	\$599	\$6,926	\$13,281	\$9,864	\$369	\$1,048
11,050	1,654	6,079	332	1,272	2,243	7,733	3,500	979	618
2,471	12,194	63,666	1,783	14,917	7,456	75,790	35,784	256	2,982
6,352	1,632	4,204	116	549	2,766	5,836	2,883	532	722
7,599	1,514	3,761	134	75	1,651	5,276	1,189	840	452
6,189	5,786	10,259	972	3,455	2,651	16,045	6,773	293	1,280
1,600	959	3,990	262	680	2,400	4,948	3,500	164	688
1,250	1,260	9,611	210	1,283	2,672	10,871	4,810	108	859
6,293	1,583	7,397	1,299	930	5,004	8,980	5,729	676	667
3,310	9,550	22,540	2,470	5,662	8,497	32,089	20,181	345	1,173
1,389	1,744	3,623	70	.....	3,304	5,367	3,757	120	501
1,322	2,506	3,522	35	930	1,949	6,028	4,818	110	703
927	1,352	2,265	64	270	1,768	3,512	2,200	66	703
1,852	810	5,925	358	.....	4,144	6,034	4,385	199	735
.....	23	498	39	.....	360	521	387	.....	110
991	561	2,600	57	.....	2,070	3,161	2,253	213	658
2,667	2,279	6,496	91	93	3,199	8,774	3,964	164	602
954	1,006	1,957	90	65	1,638	2,963	1,833	117	525
.....	261	1,874	56	13	600	2,135	835	104	223
1,121	1,180	2,863	99	780	930	4,043	2,518	57	552
3,705	348	1,029	47	.....	879	1,378	325	392	415
\$63,039	\$49,438	\$175,328	\$9,230	\$31,572	\$63,105	\$224,766	\$121,459	\$6,004	\$16,193

## COUNTY.

\$589	\$99	\$1,271	\$216	\$682	\$236	\$1,371	\$750	\$59	\$323
363	129	1,554	89	469	721	1,683	1,202	36	318
.....	454	1,374	101	320	758	1,828	847	.....	293
1,363	175	75	.....	31	44	949	.....	.....	96
2,258	446	3,500	374	727	1,286	3,946	2,598	149	571
3,002	839	3,300	639	952	1,421	4,139	1,821	192	648
1,305	835	1,175	1,175	2,458	2,184	10,903	7,023	300	913
1,900	765	2,562	140	1,005	1,217	3,327	1,859	149	353
4,260	616	3,856	367	1,350	898	4,472	2,957	162	528
4,109	520	2,983	311	996	1,289	3,503	1,932	446	587
895	1,656	4,311	772	1,413	1,626	5,968	3,235	411	837
3,396	331	2,843	148	892	1,072	3,175	1,968	91	482
2,860	685	3,659	323	1,381	1,506	4,345	2,506	284	609
3,378	979	5,152	393	1,444	601	6,130	2,131	246	2,534
1,066	1,994	4,629	403	796	2,508	6,623	2,659	507	698
2,887	651	1,664	102	486	840	2,315	1,340	159	292
4,067	1,024	3,920	906	738	1,556	4,243	2,141	461	577
3,287	470	3,938	444	1,206	630	4,408	2,719	640	595
1,901	1,920	4,051	789	304	1,934	5,971	2,632	243	814
.....	909	1,462	111	235	683	2,371	1,101	177	281
\$42,104	\$15,492	\$65,471	\$7,162	\$17,885	\$23,218	\$80,968	\$43,420	\$4,711	\$12,351

## TAZEWELL

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts.....
Hittle.....	357	5	856	300	5	4	5	5	1
Little Mackinaw.....	415	7	1,183	443	5	10	7	7	2
Mackinaw.....	417	5	880	418	4	6	6	5	2
Deer Creek.....	362	4	530	176	4	2	4	4	2
Washington.....	175	4	554	168	3	5	4	4	2
Boynnton.....	278	6	958	223	6	6	6	6	4
Hopedale.....	415	8	1,138	314	3	11	8	7	2
Tremont.....	443	7	950	333	4	7	7	7	3
Morton.....	409	7	968	330	3	12	7	5	1
Washington.....	1,049	9	1,960	621	6	13	9	8	3
Delavan.....	813	7	1,189	560	3	14	7	7	3
Dillon.....	400	9	1,101	339	5	9	8	8	4
Elm Grove.....	550	6	967	549	5	8	6	6	1
Groveland.....	397	8	1,478	339	9	10	8	8	1
Fond du Lac.....	321	4	1,140	390	2	3	4	4	1
Malone.....	230	4	632	213	2	7	4	4	1
Sand Prairie.....	326	5	850	260	3	4	5	5	3
Cincinnati.....	316	5	800	162	5	5	5	5	2
Pekin.....	90	1	150	54	2	2	1	1	1
Spring Lake.....	235	1	150	82	1	1	2	1	1
Spring Lake.....	130	2	320	98	2	2	2	2	2
Spring Lake.....	64	1	198	37	1	1	1	1	1
City of Pekin.....	2,008	4	192	800	5	11	1	1	1
Total.....	10,085	121	18,393	7,211	86	151	117	111	31

## UNION

11, R & E.....	508	6	743	465	5	1	6	6	3
11, 1 W.....	916	8	1,122	784	8	5	8	8	2
11, 2.....	463	4	501	274	5	1	4	4	1
11, 3.....	83	3	360	121	1	2	3	3	1
11, 4.....	51	1	196	40	1	1	1	1	1
12, 1 E.....	523	5	600	239	5	5	5	5	2
12, 1 W.....	1,162	11	1,430	1,039	12	6	11	11	8
12, 2.....	360	6	1,780	654	7	3	6	6	5
12, 3.....	178	4	500	156	3	1	4	4	2
13, 1 E.....	514	7	963	347	9	1	7	7	3
13, 1 W.....	597	7	892	510	6	2	7	7	2
13, 2.....	261	5	621	160	2	3	5	5	4
13, 3.....	85	2	240	85	1	1	2	2	2
Total.....	5,711	69	9,838	4,874	65	28	69	69	27

## COUNTY.

Amount of township fund...	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received .....
\$1,153	\$651	\$3,289	\$325	\$252	\$2,220	\$3,941	\$2,525	\$125	\$386
1,608	761	5,289	188	1,478	1,093	6,061	4,551	125	479
3,008	31	3,128	804	1,033	1,905	3,150	2,085	163	495
1,412	283	1,440	109	449	811	1,793	1,123	88	294
.....	404	1,304	98	586	485	1,708	1,425	83	900
5,016	178	2,939	225	906	913	3,117	1,956	514	323
1,481	481	2,991	231	1,563	523	3,473	2,096	148	442
1,910	760	4,254	219	1,228	1,039	5,013	2,504	190	459
4,036	628	2,631	63	1,236	706	3,269	2,207	173	447
4,638	1,418	5,397	607	2,274	1,431	6,815	4,697	689	753
1,391	2,202	23,255	766	3,915	1,191	25,457	10,991	190	636
7,041	604	2,717	270	1,160	962	3,321	1,813	704	478
2,932	490	3,166	528	1,947	1,165	3,585	2,300	402	481
2,279	427	3,442	334	1,136	1,419	3,869	2,802	183	564
1,690	197	2,014	140	686	575	2,211	1,504	165	343
3,991	643	1,634	164	875	350	2,276	1,055	399	289
1,942	914	3,118	126	1,060	1,658	4,032	3,101	194	401
1,231	755	2,362	91	648	1,148	3,117	1,934	138	358
.....	62	357	49	200	106	420	252	.....	80
.....	294	1,627	32	457	518	2,121	1,705	.....	208
2,969	33	1,167	42	.....	927	1,900	789	228	190
1,724	3	415	17	90	300	418	365	33	79
1,453	526	13,705	1,926	6,000	3,761	14,231	10,655	43	\$2,185
\$52,155	\$12,677	\$91,840	\$7,853	\$28,382	\$24,509	\$104,517	\$63,769	\$4,768	\$10,569

## COUNTY.

\$496	\$176	\$2,213	\$3,316	\$929	\$175	\$100	\$2,837	\$479	\$1,616
853	66	6,061	10,255	2,216	1,545	467	8,735	1,520	740
470	125	1,017	1,670	1,019	124	63	1,579	91	1,065
259	32	326	666	152	369	25	558	108	192
69	62	302	447	275	.....	32	431	16	650
515	50	720	1,285	1,189	.....	65	1,285	.....	1,000
1,140	11	10,783	12,390	3,266	1,268	2,504	8,935	3,456	700
434	63	1,232	2,183	815	364	100	1,719	464	731
265	56	1,057	1,379	842	240	91	1,201	178	1,137
615	73	900	1,855	1,452	52	81	1,716	138	985
692	86	2,633	3,211	1,510	435	125	2,637	574	510
280	22	1,782	2,327	496	533	72	2,214	113	383
95	40	404	539	225	180	28	454	.....	2,206
\$6,293	864	\$30,229	\$41,523	\$14,407	\$5,278	\$3,755	\$34,401	\$7,122	\$12,026



## VERMILION

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers....	Number of female teachers..	Number of school districts....	Number of districts having schools 6 months or more...	Number of districts having debts.....
20 N., R. 10 E.....	409	2	378	46	2	1	2	2	.....
17 10 and 11 E.....	646	11	1,446	634	7	11	11	11	6
18 10 and 11 .....	810	9	1,366	895	7	6	9	9	2
19 10 and 11 .....	2,377	17	2,627	1,988	8	30	10	9	2
20 11 .....	405	7	940	506	8	4	7	5	2
21 10 and 11 .....	356	8	962	980	7	5	8	5	1
22 10 and 11 .....	292	8	1,175	221	6	8	8	8	.....
23 10 and 11 .....	137	7	840	96	2	8	9	7	3
17 12 .....	486	5	639	260	7	4	5	5	1
18 12 .....	436	7	1,083	397	6	8	7	7	3
19 12 .....	615	8	1,038	422	8	10	8	8	2
20 12 .....	475	10	1,394	351	9	9	10	10	1
21 12 .....	355	8	1,002	335	6	8	8	7	.....
22 12 .....	294	5	792	329	5	8	7	5	2
23 12 .....	255	4	507	174	3	5	4	4	.....
17 13 .....	966	7	904	983	6	5	7	7	7
18 13 .....	537	8	1,308	501	5	9	8	8	2
19 13 .....	540	8	1,037	439	8	7	8	7	1
20 13 .....	375	7	900	375	7	5	7	6	3
21 13 .....	948	11	1,452	335	9	8	11	11	.....
22 13 .....	314	10	1,302	259	7	12	10	10	1
23 13 .....	137	4	433	126	.....	7	1	1	.....
17 14 .....	102	3	456	70	3	3	3	3	2
18 14 .....	237	9	522	222	3	6	5	5	1
19 14 .....	156	2	198	130	2	1	2	2	1
20 14 .....	158	3	460	124	6	1	3	2	1
21 14 .....	117	3	594	100	3	2	4	3	3
22 14 .....	152	3	396	101	3	3	3	3	.....
23 14 .....	120	1	128	43	1	2	2	1	.....
Total.....	11,487	195	26,325	10,051	154	196	185	171	37

## WABASH

1 N., R. 11 W.....	34	1	200	25	1	1	1	1	.....
1 12 .....	391	9	1,232	385	6	7	9	9	.....
2 12 .....	72	2	250	84	1	2	2	2	2
1 13 .....	565	7	1,029	462	8	4	8	7	4
2 13 .....	66	1	126	76	1	.....	1	1	.....
1 14 .....	110	4	478	74	2	2	4	4	.....
2 14 .....	26	1	132	18	2	.....	1	1	.....
1 S., 12 .....	695	6	1,355	551	5	6	3	3	.....
1 13 .....	474	7	1,122	364	7	4	8	7	.....
2 13 .....	176	6	680	225	5	1	6	4	3
3 13 .....	37	.....	.....	.....	.....	.....	0	0	.....
1 14 .....	204	3	309	173	2	2	3	3	1
2 14 .....	142	2	363	123	1	2	2	2	1
Total.....	3,014	49	7,276	2,560	41	31	48	44	11

## COUNTY

Amount of township fund...	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers..	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$3,746	\$981	\$492	\$33	\$90	\$340	\$492	\$36	\$375	\$81
5,094	2,020	2,500	477	1,910	1,708	5,481	3,585	431	727
4,409	8,358	6,277	583	1,521	2,090	2,297	5,958	411	940
5,697	485	48,283	3,638	11,502	3,492	56,842	31,496	475	421
3,841	580	1,789	102	234	1,402	2,274	922	374	592
4,421	1,189	2,862	216	622	1,123	3,442	1,180	463	515
4,000	1,143	2,494	182	1,253	696	3,683	1,616	396	594
6,410	202	2,549	154	1,386	186	3,692	2,492	529	344
4,870	188	2,404	151	460	1,306	2,605	1,479	336	536
3,438	1,378	3,067	223	917	1,223	3,275	1,978	305	631
5,844	139	4,753	208	1,163	1,155	6,131	3,452	1,103	711
3,263	427	2,686	60	730	1,213	2,811	1,620	396	689
3,594	7,645	2,219	121	955	763	2,647	1,336	351	511
4,475	966	3,532	614	1,633	1,161	3,532	2,282	741	462
3,139	669	1,688	149	385	432	2,654	824	1,021	690
4,079	965	2,270	211	584	1,109	2,939	1,970	249	495
5,040	1,640	5,387	511	1,823	1,689	7,027	4,292	356	709
2,969	985	4,289	929	858	1,056	5,264	3,665	504	671
5,167	126	4,458	310	1,036	1,690	4,578	2,267	236	508
4,032	662	2,673	254	651	1,235	3,335	1,868	528	502
2,261	1,374	2,554	236	739	1,079	3,929	1,770	451	497
	747	696	163	660		1,642	535	285	311
	362	1,217	159	358	527	1,560		1,319	195
2,396	637	1,781	118	667	470	2,418	1,844		310
7,390	260	799	50	66	462	1,059	656		255
2,665	158	1,415	71	00	780	2,183	1,020	867	247
1,598	117	1,281	89	370	378	1,398	788	168	174
	856	1,644	211	270	398	2,500	1,746	150	217
	404	676	25	195		1,060	863	46	171
\$112,410	\$36,825	121,662	\$9,455	\$32,389	\$29,301	\$148,466	\$63,016	\$12,994	\$15,639

## COUNTY.

\$86	\$29	\$155	\$412	\$100	\$40	\$4	\$151	\$261	\$1,275
447	84	593	1,560	880	385	40	1,386	175	1,675
87		42	200	80	98	19	200		
621	193	1,585	2,553	1,440	403	87	2,175	378	1,841
86		68	153	153			153		
169	15	395	621	208	155	15	557	64	315
29			30	36			39		
588	222	3,493	4,535	1,848	1,151	277	3,514	1,021	4,394
552	152	1,162	2,286	3,394	913	133	1,923	363	1,391
410	93	982	1,509	614	125	107	1,509		930
33	30	16	78	19	94		43	36	400
911	70	546	839	454	222	42	742	97	
156		389	677	200	380	48	676		
\$3,464	\$688	\$9,426	\$15,462	\$7,518	\$3,197	\$773	\$13,068	\$2,394	\$12,151

## WARREN

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers ...	Number of female teachers..	Number of school districts ..	Number of districts having schools 6 months or more ..	Number of districts having debts.....
Kelly.....	406	7	1,600	382	7	10	7	7	2
Spring Grove.....	472	11	1,727	494	7	13	11	10	1
Summer.....	339	8	1,879	321	9	13	8	7	2
Cold Brook.....	497	8	1,323	497	8	8	8	8	4
Monmouth.....	1,543	15	6,228	1,470	18	30	11	11	4
Hale.....	343	8	1,740	306	12	11	8	8	3
Floyd.....	328	8	1,344	316	10	9	9	7	3
Lenox.....	415	8	1,451	356	8	10	8	8	5
Tompkins.....	665	12	2,500	606	5	22	12	11	1
Green Bush.....	443	8	1,235	366	6	10	8	8	2
Swan.....	245	9	1,305	253	4	8	9	9	4
Point Pleasant.....	326	9	1,300	261	8	12	9	9	4
Berwick.....	377	8	1,140	377	5	12	8	8	-----
Roseville.....	420	11	2,050	547	3	19	11	11	6
Ellison.....	456	9	1,383	374	10	9	9	9	1
<b>Total.....</b>	<b>7,975</b>	<b>138</b>	<b>28,105</b>	<b>6,856</b>	<b>120</b>	<b>196</b>	<b>135</b>	<b>131</b>	<b>43</b>

## WASHINGTON

1 N., R. 1 W.....	162	3	396	183	3	1	3	8	3
1 2.....	93	2	268	132	1	1	2	1	-----
1 3.....	93	1	125	22	-----	1	1	1	1
1 S., 1.....	428	7	847	311	4	3	7	7	1
1 2.....	353	5	550	147	5	1	5	5	1
1 3.....	303	4	542	107	2	2	4	4	2
1 4.....	496	4	580	185	4	1	4	4	2
1 5.....	339	3	384	98	2	1	3	3	1
2 1.....	1,012	9	1,135	656	10	5	9	9	-----
2 2.....	352	5	600	168	4	1	5	5	5
2 3.....	862	7	894	508	6	8	7	7	1
2 4.....	265	4	528	154	4	-----	4	4	1
2 5.....	466	4	495	125	1	3	4	4	2
3 1.....	339	4	509	268	2	2	4	4	2
3 2.....	261	3	355	143	3	-----	3	3	-----
3 3.....	247	4	578	173	2	4	4	4	1
3 4.....	448	5	734	357	4	6	5	5	2
3 5.....	293	4	546	279	-----	6	4	4	1
<b>Total.....</b>	<b>6,542</b>	<b>78</b>	<b>10,117</b>	<b>4,036</b>	<b>57</b>	<b>46</b>	<b>78</b>	<b>77</b>	<b>26</b>

## COUNTY.

Amount of township fund..	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers	Amount paid male teachers.	Total receipts including balances .....	Amount of district tax.....	Amount of interest on township fund .....	Amount of state and county funds received. ....
\$1,688	\$836	\$3,160	\$154	\$1,045	\$1,042	\$3,996	\$2,526	\$250	\$508
527	894	3,544	107	1,533	1,583	4,438	2,703	15	506
1,141	884	3,542	253	1,508	1,132	4,428	2,446	157	459
789	512	4,038	320	9	1,235	4,550	3,353	57	529
889	6,707	19,085	2,337	8,863	6,334	25,793	16,060	108	1,695
1,740	809	3,640	249	878	1,987	4,449	2,096	180	469
1,379	1,216	3,813	337	904	1,750	5,098	2,679	152	433
1,500	364	4,304	466	1,142	1,270	4,668	3,727	171	480
830	1,438	5,726	584	3,080	1,439	7,164	4,813	74	663
1,100	284	3,711	114	793	1,269	3,995	2,917	110	519
7,231	51	3,152	128	804	791	3,209	1,998	697	432
1,160	633	2,693	190	1,156	841	3,326	2,429	80	435
1,100	1,460	2,954	154	1,940	811	4,413	2,955	67	453
917	679	4,928	201	2,225	468	5,807	4,125	95	423
1,669	1,019	3,342	270	1,168	1,571	4,361	2,583	185	512
\$23,612	\$17,985	\$71,630	\$5,861	\$28,215	\$23,524	\$80,615	\$57,391	\$2,397	\$8,497

## COUNTY.

\$190	.....	\$421	\$645	\$301	224	22	\$645	.....	.....
141	\$136	206	483	126	221	17	423	\$60	.....
38	12	105	170	.....	170	.....	170	.....	.....
530	58	1,982	2,847	1,543	648	222	2,687	160	\$845
534	700	634	1,928	1,025	210	150	1,488	441	7,397
415	229	376	1,303	382	412	79	1,160	143	2,034
457	900	504	2,206	1,341	409	110	2,021	244	1,896
298	201	270	809	438	145	50	809	.....	2,140
1,010	34	4,525	6,160	2,869	910	497	5,728	439	754
419	168	1,206	1,793	904	180	45	1,793	.....	1,684
791	79	1,115	2,542	844	836	.....	2,141	401	577
457	213	838	1,634	1,094	.....	48	1,609	25	2,126
574	113	408	1,118	166	562	.....	1,076	42	1,171
474	95	1,037	1,805	745	420	143	1,605	.....	800
395	90	626	1,601	613	167	21	1,530	71	887
389	226	917	1,827	512	518	33	1,608	219	1,686
534	166	1,318	2,064	846	623	266	2,016	49	1,603
427	144	633	1,295	.....	926	94	1,034	161	1,278
\$8,209	\$2,862	\$17,182	\$32,090	\$13,742	\$7,581	\$1,797	\$20,642	\$2,448	\$26,808

## WAYNE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in season.....	Number of scholars.....	Number of male teachers...	Number of female teachers.	Number of school districts..	Number of districts having schools 6 months or more ..	Number of districts having schools 6 months or more ..
3 N., R. 5 E. ....	201	2	254	124	2	2	2	2	2
2 6 .....	240	3	367	495	3	2	3	3	3
2 7 .....	142	2	266	124	3	1	2	2	2
2 8 .....	152	2	260	158	2		1	1	1
2 9 .....	117	4	480	91	1	3	4	4	4
1 5 .....	399	5	624	378	5	2	5	5	5
1 6 .....	456	6	1,140	361	6	5	6	6	6
1 7 .....	354	6	720	296	7	3	7	6	6
1 8 .....	366	6	756	322	1	3	7	6	6
1 9 .....	425	4	480	335	3	1	4	4	4
1 S., 5 .....	267	4	542	213	4		4	4	4
1 6 .....	490	6	752	372	9		7	6	6
1 7 .....	228	8	1,160	250	4	4	8	8	8
1 8 .....	383	5	884	472	4	4	5	5	5
1 9 .....	179	3	360	137	2	2	4	3	3
2 5 .....	319	4	598	385	3	1	4	4	4
2 6 .....	190	4	480	188	3	1	4	4	4
2 7 .....	357	6	826	246	4	5	6	6	6
2 8 .....	695	8	1,056	643	8	6	8	7	7
2 9 .....	328	6	720	302	3	4	7	6	6
3 5 .....	244	4	572	213	2	3	4	4	4
3 6 .....	152	2	244	336	2		9	2	2
3 7 .....	36	1	130	36	1	1	1	1	1
3 8 .....	245	3	368	198	2	1	3	3	3
3 9 .....	157	3	354	73	2	2	3	3	3
Total.....	7,052	107	14,363	6,750	86	62	111	105	105

## WHITE

3 S., R. 8 E. ....	313	3	374	205	3	1	3	3	1
4 8 .....	357	4	594	274	8	2	4	4	3
5 8 .....	736	9	1,089	590	10	7	9	9	3
6 8 .....	565	6	731	463	6	2	6	6	3
7 8 .....	267	3	363	185	3		3	3	
3 9 .....	160	4	492	159	2	2	4	4	1
4 9 .....	397	5	669	229	6	1	5	5	2
5 9 .....	842	9	1,290	661	10	4	9	9	4
6 9 .....	397	3	597	270	6	1	4	3	1
7 9 .....	131	3	372	158	5	1	3	3	
3 10 .....	171	4	498	117	1	3	4	4	1
4 10 .....	298	5	593	218	7	1	5	5	
5 10 .....	376	7	1,188	265	6	7	7	7	2
6 10 .....	259	4	445	154	2	3	4	3	1
7 10 .....	114	3	384	108	5	1	3	3	1
6 11 .....	82	1	121	32	1		1	1	
3 14 W. ....	388	3	362	256	3	2	3	3	
4 14 .....	349	4	502	186	6		4	3	2
5 14 .....	96	2	288	112	3	1	2	2	
7 11 E. ....									
Total.....	6,298	82	10,952	4,642	93	38	83	88	88

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$2,010	\$80	\$490	\$24	\$189	\$254	\$570	\$279	\$94	\$329
1,552	7	939	67	10	459	939	504	70	286
800	1	1,183	26	77	293	1,190	796		218
1,767	1	1,211	82		480	1,212	952		261
2,016	1	709	3		135	711	412	80	147
1,460	322	1,324	42	113	1,050	1,646	645	189	495
1,066	429	2,149	209	451	1,241	2,578	853	134	531
1,517	233	1,647	68	241	1,112	1,881	933	109	482
1,591	43	1,505	89	876	960	1,548	948	42	468
1,725	504	1,345	76	900	890	1,849	1,059	143	448
2,031	277	1,173	83		1,059	1,450	431	216	400
1,547	322	1,706	96	44	1,352	2,029	814	169	533
876	277	1,774	91	488	1,007	2,051	1,159	216	523
1,132	305	2,356	151	1,108	346	2,660	1,781	202	447
1,500	39	821	51	217	349	880	500	57	311
1,082	490	1,094	29	80	840	1,513	819	120	417
3,110	230	992	45	86	660	1,222	560	164	291
1,030	139	1,655	148	413	697	1,793	850	77	425
841	502	3,438	224	1,068	1,798	3,404	2,403	259	705
442	122	1,861	100	527	558	1,983	1,113	95	433
721	62	1,060	236	339	196	1,122	488	75	285
1,677	35	615	32	88	383	650	356	57	207
343	101	187	8	140	28	288			121
	29	753	30	240	475	782	352	73	314
	35	544	12	95	378	579	345	17	189
\$31,796	\$4,533	\$32,533	\$2,022	\$7,455	\$16,307	\$37,066	\$19,358	\$2,659	\$9,166

## COUNTY.

Amount of township fund ..	Balance on hand .....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts, including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$637	\$66	\$1,150	\$50	\$107	\$862	\$1,216	\$495	\$73	\$398
1,941	261	1,247	40	191	824	2,108	1,158	53	532
511	350	3,594	228	837	1,679	3,944	2,504	121	895
453	154	1,988	94	22	1,705	2,143	1,167	31	696
343	27	1,100	65		750	1,127	642	45	323
1,091	95	1,361	38	462	390	1,456	978	17	238
695	400	1,462	42	210	840	1,862	794	101	580
606	1,027	4,381	238	1,065	2,127	5,408	3,306	59	840
348	411	1,013	20	108	707	1,423	364	89	594
930	130	1,103	40	50	735	1,234	848	12	315
891	389	684	47	358	900	1,066	447	19	227
1,943	670	1,693	40	180	1,433	2,363	1,179	73	538
1,469	993	2,542	199	679	818	3,534	2,109	259	525
1,063	443	1,429	42	210	944	1,872	658	258	476
570	111	1,355	44	284	449	1,466	1,137	46	201
569	5	306	30		270	311	100		96
1,149	826	2,308	183	524	1,190	3,135	2,059	61	441
492	251	1,526	47		1,294	1,777	973	81	395
	318	1,174	34	215	541	1,492	835	61	197
\$14,961	\$6,922	\$32,014	\$1,519	\$5,409	\$17,759	\$38,937	\$21,745	\$1,460	\$8,518

## WHITESIDE

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools .....	Number of days school in session .....	Number of scholars.....	Number of male teachers..	Number of female teachers.	Number of school districts.	Number of districts having schools 6 months or more.	Number of districts having debts .....
19 N., R. 3 E.....	77	3	487	73	1	4	3	3	2
19 4 .....	469	8	1,246	322	7	11	8	8	2
19 5 .....	181	6	1,428	204	6	17	10	10	2
19 6 .....	272	8	1,098	515	4	12	8	8	4
19 7 .....	270	5	735	251	3	7	5	4	1
20 2 .....	70	1	132	35	2	2	1	1	1
20 3 .....	307	7	872	228	6	7	7	7	2
20 4 .....	321	9	1,160	396	5	7	9	9	4
20 5 .....	260	9	1,899	381	4	19	9	9	2
20 6 .....	220	7	1,210	169	3	10	7	7	2
20 7 .....	200	7	1,110	221	2	12	7	7	6
21 2 .....	243	1	369	188	1	2	1	1	2
21 3 .....	395	7	1,258	342	4	8	7	7	2
21 4 .....	399	7	1,331	296	7	7	7	7	2
21 5 .....	800	9	1,540	643	6	17	10	8	2
21 6 .....	438	6	1,262	377	8	3	6	6	2
21 7 .....	1,846	8	4,564	1,540	8	25	8	8	3
22 3 .....	700	2	1,748	562	1	8	2	2	3
22 4 .....	400	8	1,312	326	1	11	8	8	3
22 5 .....	414	8	1,620	334	6	13	8	8	6
22 6 .....	527	10	1,462	520	6	6	10	10	5
22 7 .....	374	8	1,091	223	8	7	8	8	4
Total.....	9,243	144	28,874	8,166	97	208	149	146	52

## WILL

Reld .....	\$1,432	9	1,185	874	6	14	8	8	7
Wilmington.....	1,046	7	1,060	725	4	15	9	7	1
Channahon.....	415	5	932	225	3	9	10	9	2
Troy.....	370	10	1,580	375	4	9	10	9	1
Plainfield.....	500	11	2,120	361	6	16	11	11	1
Wheatland.....	368	10	1,608	322	7	13	10	10	5
Wesley.....	334	10	668	310	5	10	10	10	5
Florence.....	309	9	1,465	261	5	14	9	9	1
Jackson.....	565	10	1,783	459	7	11	10	10	1
Joliet.....	3,589	17	7,369	1,735	4	41	11	11	2
Lockport.....	1,244	10	184	1,152	3	12	10	10	4
DuPage.....	375	10	2,030	278	8	12	11	10	2
Wilton.....	370	7	1,177	456	6	14	9	9	2
Manhattan.....	416	8	1,081	325	5	8	8	8	3
New Lenox.....	366	8	1,515	328	4	10	8	8	1
Homer.....	412	8	1,370	360	2	14	8	7	3
Peotone.....	395	9	1,367	366	4	14	9	9	3
Green Garden.....	488	9	1,199	416	6	13	9	9	5
Frankfort.....	652	10	1,854	1,018	5	10	10	9	3
Will.....	283	8	1,123	213	2	10	8	7	4
Monroe.....	438	7	1,106	348	5	12	8	7	3
Washington.....	370	6	700	130	2	4	6	5	1
Crete.....	553	8	951	233	1	12	8	7	1
Frac. Washington.....	132	1	127	35	.....	1	2	1	.....
Frac. Crete.....	93	1	190	86	.....	1	1	1	.....
Total.....	15,525	208	35,783	11,451	104	300	214	201	46

## COUNTY.

Amount of township fund.	Balance on hand.....	Total expenses .....	Amount paid for fuel and incidental expenses.....	Amount paid female teach-ers.....	Amount paid male teach-ers.....	Total receipts including balances.....	Amount of district tax....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,270	\$752	\$1,131	\$43	\$457	\$164	\$1,983	\$778	\$284	\$187
6,362	200	4,418	1,804	1,325	1,360	4,618	2,582	757	514
7,956	1,059	3,675	411	1,293	717	4,734	3,120	413	467
5,908	686	3,053	155	1,051	475	3,738	1,653	335	346
8,734	708	3,513	912	776	975	4,220	2,084	792	393
678	69	155	62	88	817	217	82	50	79
5,549	1,124	2,842	175	427	894	3,966	2,203	466	418
8,198	481	2,805	317	883	960	3,286	1,743	682	440
9,000	98	4,561	301	1,572	1,700	4,650	2,582	801	495
7,134	486	2,869	171	1,250	455	3,355	1,678	593	358
10,811	177	3,119	296	1,273	497	3,896	1,936	658	369
4,196	197	1,409	840	410	497	1,536	836	403	191
8,186	1,514	3,953	337	1,162	1,528	5,467	3,387	711	416
7,651	813	3,867	348	2,321	2,321	4,679	2,685	794	455
10,000	2,267	11,802	2,312	3,905	2,079	14,069	9,351	1,296	796
13,920	2,285	6,371	474	718	2,806	6,927	4,142	1,639	508
18,834	14,141	21,665	3,831	7,716	3,598	35,907	18,222	1,559	1,403
7,379	213	6,714	680	4,165	1,200	6,927	5,433	633	648
9,836	693	4,233	432	1,823	201	4,926	2,769	1,006	446
7,314	1,618	4,006	239	1,298	980	5,623	2,759	710	470
9,504	635	3,268	463	1,080	1,440	3,903	1,698	860	600
9,970	1,037	5,112	524	526	1,833	6,148	3,654	939	499
\$176,861	\$31,174	\$104,541	\$13,820	\$33,742	\$26,401	\$135,714	\$76,636	\$16,261	\$10,498

## COUNTY.

\$1,120	\$610	\$6,175	\$13,176	\$1,281	\$2,331	\$405	\$12,981	\$195	\$8,030
262	262	2,738	7,674	557	1,582	22	5,840	1,834	2,646
493	268	4,515	5,687	1,590	1,837	574	5,376	311	2,678
497	225	1,632	2,840	746	950	175	2,216	624	3,632
586	172	3,319	5,989	808	2,218	943	4,598	1,391	1,592
500	264	2,102	4,501	858	1,400	268	3,573	928	2,640
454	128	1,218	2,863	730	975	365	2,394	449	2,119
463	148	2,435	3,894	685	1,938	105	3,081	813	1,485
631	702	3,498	6,749	1,611	2,009	340	6,065	684	7,024
2,408	913	2,006	9,174	834	3,585	444	5,345	3,828	10,000
1,020	390	8,575	10,908	2,200	4,290	1,477	9,840	1,068	4,936
476	230	2,525	4,185	840	1,511	126	3,749	436	2,533
518	197	1,510	3,313	688	1,268	363	2,580	733	2,176
400	275	1,185	2,206	610	812	223	1,955	251	2,752
476	337	2,839	4,692	812	1,398	409	3,343	1,339	2,798
581	561	1,306	2,935	340	1,874	193	2,683	252	5,600
544	533	4,370	6,492	772	1,714	758	5,728	764	6,177
561	458	1,552	3,155	783	1,121	261	2,871	284	5,057
728	1,044	3,078	13,456	1,432	1,303	310	10,639	2,818	13,141
444	974	2,034	5,087	268	1,387	629	4,394	693	8,158
609	265	2,927	5,236	1,625	862	317	4,501	735	2,860
595	1,397	298	2,754	349	1,120	304	2,089	664	11,563
570	173	3,286	9,414	635	1,377	837	9,084	329	1,726
147	89	.....	503	.....	165	8	185	318	696
133	163	.....	437	.....	370	46	437	.....	2,300
\$15,888	\$10,727	\$65,224	\$137,286	\$20,973	\$39,395	\$9,304	\$115,546	\$21,739	\$114,330



## WILLIAMSON

Name or number of the township.	Number of persons between 6 and 21.....	Number of schools.....	Number of days school in session.....	Number of scholars.....	Number of male teachers.....	Number of female teachers.....	Number of school districts..	Number of districts having schools 6 months or more...	Number of districts having debts.....
8 S., R. 1 E.....	356	5	616	982	4	1	5	5	2
8 2.....	433	6	754	337	4	2	6	6	4
8 3.....	510	4	480	390	4	2	4	4	4
8 4.....	622	10	1,325	457	7	3	9	9	9
9 1.....	554	6	770	392	4	2	6	6	4
9 2.....	357	7	840	407	8	2	7	7	1
9 3.....	495	8	961	365	8	1	8	8	8
9 4.....	597	9	967	467	8	3	9	8	9
10 2.....	505	9	1,099	497	6	3	9	9	8
10 3.....	750	7	840	490	6	1	7	7	5
10 4.....	321	4	480	469	6	2	4	4	4
Marion—special district..	340	2	261	219	5	3	1	1	1
10 S., R. 1 E.....	459	6	771	333	3	5	6	6	5
Total.....	6,299	83	10,164	5,105	73	26	81	80	58

## WINNEBAGO

Seward.....	454	9	1,518	401	9	10	9	9	—
Pecatonica.....	647	7	1,101	601	3	14	7	7	3
Durand.....	523	10	1,706	475	5	22	10	10	1
Laona.....	185	4	564	133	3	5	4	4	2
Winnebago.....	442	8	1,898	408	10	21	8	8	1
Burritt.....	320	9	1,443	968	6	13	9	9	3
Harrison.....	361	9	1,217	331	6	11	9	9	3
Shurland.....	132	2	319	74	1	3	2	2	—
New Milford.....	381	12	1,870	317	5	16	12	12	5
Rockford.....	4,057	14	1,116	189	2	12	10	8	—
Owen.....	292	7	1,160	289	4	8	7	7	1
Rockton.....	452	7	1,200	442	2	7	7	7	—
Cherry Valley.....	556	8	1,633	437	6	5	8	8	3
Gulfport.....	246	7	976	256	3	11	7	7	—
Harlem.....	264	11	1,500	302	3	14	9	11	2
Roscoe.....	368	8	1,300	219	5	17	11	8	2
Total.....	9,680	132	20,751	5,172	73	199	129	126	26

## WOODFORD

25 N., R. 1 E.....	113	3	372	103	3	2	3	3	1
25 1 W.....	264	4	546	164	2	4	4	4	1
25 2.....	89	2	284	65	1	3	2	2	1
26 2 E.....	706	5	749	618	5	10	5	4	1
26 1.....	676	7	1,093	546	9	6	7	7	3
26 1 W.....	542	9	1,452	441	11	8	9	9	1
26 2.....	339	4	580	119	1	5	4	4	—
27 2 E.....	369	11	1,933	332	11	16	11	11	7
27 1.....	347	6	1,078	294	6	7	6	6	4
27 1 W.....	352	8	1,202	352	5	7	9	8	1
27 2.....	539	10	1,608	558	7	19	10	10	1
27 3.....	415	6	792	377	3	3	6	6	—
27 4.....	187	2	313	114	2	2	2	2	7
28 3.....	162	3	426	86	3	3	3	3	1
28 2.....	357	7	1,234	320	7	9	8	7	4
28 1.....	330	8	1,112	235	1	8	9	8	1
28 1 E.....	328	9	1,427	266	4	10	9	9	5
28 2.....	690	8	1,386	556	6	12	8	8	4
Total.....	6,825	112	17,587	5,546	87	134	115	111	37

## COUNTY.

Amount of township fund..	Balance on hand.....	Total expenses.....	Amount paid for fuel and incidental expenses.....	Amount paid female teachers.	Amount paid male teachers.	Total receipts including balances.....	Amount of district tax.....	Amount of interest on township fund.....	Amount of state and county funds received.....
\$1,550	\$116	\$1,384	\$39	\$264	\$1,002	\$1,500	\$770	\$119	\$447
640	60	1,926	72	336	1,209	1,985	1,290	40	508
587	.....	1,191	96	80	890	1,191	504	65	584
671	67	2,063	114	610	1,195	2,130	1,360	67	661
797	143	1,828	103	430	1,098	1,971	1,994	73	561
994	34	1,173	149	69	668	1,906	600	95	371
557	36	2,692	87	271	2,018	2,728	1,837	48	560
686	205	1,630	88	133	1,349	1,835	851	35	779
359	200	2,185	75	481	1,191	2,385	1,659	52	601
422	100	2,120	469	150	1,150	2,220	1,429	42	600
333	.....	2,967	87	.....	845	967	450	30	458
.....	139	2,505	142	757	1,182	2,644	2,349	.....	277
\$7,545	\$1,098	\$21,662	\$1,519	\$3,602	\$13,797	\$22,760	\$14,392	\$675	\$6,407

## COUNTY.

\$525	\$173	\$1,840	\$4,055	\$1,459	\$1,312	\$211	\$2,569	\$466	\$1,869
619	488	2,519	5,202	1,363	1,259	859	3,931	1,271	7,262
637	319	4,515	6,573	2,216	2,247	589	6,246	327	3,659
269	179	1,275	2,965	355	433	130	2,910	56	1,789
570	231	2,216	3,353	1,627	2,396	566	7,660	693	1,656
460	192	2,450	3,361	1,105	1,135	281	3,304	57	1,876
447	271	2,441	3,613	1,020	1,038	168	3,192	421	1,960
166	46	450	967	232	317	51	689	279	493
514	178	4,067	6,637	362	1,802	623	5,321	1,316	2,490
2,970	360	1,479	6,864	319	1,502	225	5,848	1,016	3,622
431	188	1,745	3,653	376	1,736	385	2,658	995	1,801
573	180	2,842	4,713	400	1,283	370	3,549	1,164	1,800
642	178	7,147	9,479	1,027	2,949	771	7,920	1,559	1,446
463	285	2,161	3,957	498	845	193	3,214	743	2,430
511	331	2,440	4,021	610	1,053	350	2,655	407	2,625
458	106	2,636	4,857	881	1,807	400	3,450	1,366	2,971
\$10,227	\$3,681	\$46,224	\$79,269	\$13,851	\$22,405	\$6,167	\$66,133	\$13,135	\$40,746

## COUNTY.

\$195	\$103	\$553	\$1,022	\$494	\$160	\$45	\$890	\$202	\$2,775
298	93	851	1,423	392	460	88	1,049	375	1,820
117	43	270	455	.....	332	56	396	58	.....
677	349	8,210	13,783	1,590	2,905	762	9,966	3,797	2,229
697	142	3,094	5,066	1,899	548	210	4,077	969	1,547
709	150	5,251	6,383	1,808	1,139	457	6,053	310	3,357
202	459	1,716	3,469	1,016	910	76	2,166	303	1,448
505	957	3,527	5,575	1,129	1,644	161	4,066	1,509	6,592
473	575	1,312	3,558	1,028	850	203	3,554	305	4,768
540	512	2,067	3,303	964	1,225	248	2,921	381	5,508
617	293	4,421	6,117	1,753	2,252	542	5,272	845	2,962
504	241	1,358	2,984	720	568	.....	1,465	819	2,413
254	345	302	921	426	165	23	878	43	2,915
300	161	291	766	474	139	12	647	118	1,782
471	227	2,177	3,319	1,171	1,189	156	2,741	579	2,345
440	374	2,670	4,227	184	1,790	188	3,561	666	3,890
475	1,078	1,570	4,069	1,120	1,278	137	3,698	392	8,850
734	1,005	8,860	11,702	1,585	3,402	627	10,444	1,258	7,538
\$8,207	\$7,107	\$42,521	\$76,742	\$17,743	\$20,957	\$3,990	\$63,793	\$12,949	\$62,700



## STATE SCHOOL FUNDS.

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[NOTE.—As the direct appropriation of a specific sum for school purposes has been substituted by the legislature for the two-mill state school tax, the following tables, from the Auditor's Report, will be found useful, hereafter, for reference and comparison.]

*Statement of School Fund Tax levied in the year 1870, showing the aggregate amount charged, the amount deducted for abatements, commission etc., the net amount collected, the amount paid to each county, etc.*

COUNTIES.	Amount charged.	Amount of abatements, commissions, etc.	Net amount.	Amount paid county	Amount received from county over amt paid.	Am't paid to county
Adams .....	\$26,350 28	\$2,514 98	\$23,844 30	\$18,598 75	\$5,245 55	.....
Alexander .....	3,133 96	110 77	3,023 19	3,583 13	.....	.....
Bond .....	4,963 44	413 18	4,550 26	5,425 25	.....	.....
Boone .....	4,808 36	231 24	4,577 12	4,629 02	.....	.....
Brown .....	3,389 52	179 80	3,209 72	5,328 35	.....	2,118
Bureau .....	14,053 64	592 20	13,531 44	13,535 70	.....	.....
Calhoun .....	1,286 84	44 96	1,251 88	3,172 65	.....	1,920
Carroll .....	5,974 40	260 28	5,714 12	6,641 25	.....	.....
Cass .....	5,467 88	143 95	5,323 93	5,429 58	.....	.....
Champaign .....	11,442 04	545 40	10,896 64	11,241 60	.....	.....
Christian .....	8,900 16	344 20	8,555 96	8,929 93	.....	.....
Clark .....	5,311 28	246 46	5,064 82	7,925 27	.....	2,860
Clay .....	4,591 52	238 43	4,353 09	6,615 72	.....	2,262
Clinton .....	5,408 28	817 47	4,590 81	6,395 06	.....	1,796
Coles .....	8,487 60	550 04	7,937 56	9,460 51	.....	1,522
Cook .....	171,931 88	15,395 09	156,536 79	60,617 65	95,919 14	.....
Crawford .....	3,650 60	505 22	3,345 38	6,384 01	.....	3,038
Cumberland .....	3,624 92	641 26	2,983 66	5,161 67	.....	2,177
DeKalb .....	8,989 60	401 20	8,588 40	9,329 06	.....	740
DeWitt .....	5,042 28	294 89	4,747 39	5,909 95	.....	1,162
Douglas .....	4,725 08	581 96	4,133 12	5,616 75	.....	1,483
DuPage .....	7,442 20	1,733 42	5,708 78	5,927 15	.....	2,218
Edgar .....	8,825 16	937 20	7,887 96	9,592 68	.....	1,704
Edwards .....	2,348 24	65 25	2,282 99	3,135 25	.....	852
Effingham .....	5,319 36	1,921 38	4,097 98	6,465 45	.....	2,366
Fayette .....	5,896 44	670 74	5,225 70	8,779 85	.....	3,553
Ford .....	4,292 36	195 13	4,097 23	3,628 97	408 26	.....
Franklin .....	2,449 52	111 08	2,338 44	5,964 55	.....	3,626
Fulton .....	13,154 60	570 64	12,583 96	15,365 69	.....	2,781
Gallatin .....	1,968 80	72 12	1,896 68	4,266 86	.....	2,370
Greene .....	7,886 40	340 16	7,546 24	7,986 60	.....	4,440
Grundy .....	6,511 12	961 31	6,549 81	5,891 36	358 45	.....
Hamilton .....	2,440 56	94 28	2,346 28	5,392 66	.....	3,046
Hancock .....	12,178 84	534 44	11,644 40	13,862 43	.....	2,214
Hardin .....	864 28	42 32	821 96	2,096 81	.....	1,274
Henderson .....	5,576 28	473 43	5,102 85	5,336 10	.....	2,234
Henry .....	13,869 24	706 20	13,163 04	11,913 41	1,249 63	.....
Iroquois .....	10,924 56	427 63	10,496 93	11,262 56	.....	766
Jackson .....	6,571 72	682 67	5,889 05	7,610 09	.....	1,720
Jasper .....	3,184 48	417 75	2,766 73	5,881 86	.....	3,115
Jefferson .....	6,155 24	750 51	5,404 73	7,916 75	.....	2,511
Jersey .....	5,987 84	422 88	5,564 96	5,626 50	.....	66
Jo Daviess .....	6,784 12	431 21	6,352 91	10,978 13	.....	4,624
Johnson .....	2,120 60	228 07	1,892 53	5,504 35	.....	3,611
Kane .....	15,478 60	636 06	14,842 54	11,202 14	3,640 37	.....
Kankakee .....	7,042 56	322 48	6,720 08	9,197 25	.....	2,476
Kendall .....	4,969 60	210 11	4,759 49	5,129 54	.....	365
Knox .....	15,377 32	600 77	14,776 55	13,233 95	1,542 60	.....
Lake .....	5,743 80	218 73	5,525 07	7,584 24	.....	2,058
LaSalle .....	23,074 16	1,199 07	21,875 09	21,803 74	71 35	.....
Lawrence .....	3,770 20	286 27	3,483 93	5,126 88	.....	1,642
Lee .....	9,499 28	392 74	9,106 54	10,218 33	.....	1,111
Livingston .....	13,793 40	637 28	13,156 12	10,530 89	2,625 23	.....
Logan .....	9,647 96	413 24	9,234 72	8,730 21	504 51	.....
Macon .....	10,229 16	409 37	9,819 79	9,425 41	394 38	.....
Maconpin .....	14,563 04	1,204 55	13,358 49	13,974 10	.....	615
Madison .....	21,990 12	2,039 82	19,950 30	14,996 90	4,953 40	.....
Marion .....	8,117 48	992 70	7,124 78	8,699 19	.....	1,574
Marshall .....	6,112 84	267 58	5,845 26	6,830 29	.....	984
Massac .....	7,327 40	691 82	6,635 58	6,145 60	496 98	.....
Massac .....	1,674 46	97 54	1,576 92	3,748 74	.....	2,171
McDonough .....	10,911 92	480 33	10,431 59	10,490 57	.....	578
McHenry .....	9,362 32	380 68	8,981 64	9,552 49	.....	570
McLean .....	22,481 76	907 65	21,574 11	17,213 58	4,360 53	.....
Menard .....	4,709 96	161 27	4,548 69	4,698 91	.....	149
Merced .....	8,586 72	347 86	8,238 86	7,954 87	283 99	.....
Monroe .....	4,016 36	850 01	3,166 35	5,193 40	.....	2,026
Montgomery .....	8,855 56	246 78	8,508 78	9,535 10	.....	1,026
Morgan .....	15,123 96	556 97	14,566 99	10,299 28	4,267 71	.....
Moultrie .....	3,918 72	386 74	3,531 98	4,304 72	.....	772

## Statement—Continued.

COUNTIES.	Amount charged.	Amount of abatements, commissions, etc.	Net amount.	Amount paid county	Amount received from county over am't paid.	Am't paid county over amount received.
Ogle.....	\$11,306 28	\$468 07	\$10,838 21	\$10,924 71	.....	\$86 50
Peoria.....	18,972 96	861 00	18,111 96	15,030 24	\$3,081 72	.....
Perry.....	3,858 76	277 00	3,581 76	5,771 81	.....	2,190 05
Piatt.....	5,179 28	215 19	4,964 09	4,771 79	192 30	.....
Pike.....	10,834 04	462 02	10,372 02	13,189 98	.....	2,817 96
Pope.....	2,275 08	306 81	1,968 27	5,472 00	.....	3,503 73
Pulaski.....	1,428 16	380 21	1,047 95	2,570 55	.....	1,522 60
Putnam.....	2,269 56	118 45	2,151 11	2,061 45	.....	510 34
Randolph.....	8,069 64	2,069 64	6,000 00	8,274 67	.....	2,274 67
Richland.....	3,946 64	167 49	3,779 15	5,515 37	.....	1,736 22
Rock Island.....	9,334 60	500 86	8,833 74	10,275 71	.....	1,441 97
Saline.....	2,059 20	86 99	1,972 21	5,686 99	.....	3,714 78
Sangamon.....	26,149 20	1,428 11	24,721 09	16,015 56	8,705 53	.....
Schuyler.....	5,045 00	227 99	4,817 01	7,026 13	.....	2,209 12
Scott.....	3,270 88	111 98	3,158 90	4,024 58	.....	865 68
Shelby.....	9,610 20	531 48	9,078 72	10,073 46	.....	994 74
Stark.....	4,567 16	218 51	4,348 65	4,389 44	.....	40 79
St. Clair.....	20,098 16	2,159 55	17,938 61	15,859 26	2,079 35	.....
Stephenson.....	10,667 36	461 44	10,205 92	11,536 31	.....	1,330 39
Tazewell.....	11,883 60	662 37	11,221 23	10,387 87	833 36	.....
Union.....	3,400 40	159 48	3,240 92	6,968 58	.....	3,727 66
Vermilion.....	13,592 84	585 85	13,006 99	12,996 80	10 19	.....
Wabash.....	2,164 60	78 55	2,086 05	3,347 27	.....	1,261 22
Warren.....	9,540 28	413 89	9,126 39	8,851 91	274 48	.....
Washington.....	6,279 56	623 98	5,655 58	7,872 53	.....	2,216 95
Wayne.....	4,924 96	412 79	4,512 17	8,450 61	.....	3,938 44
White.....	3,848 64	136 27	3,712 37	7,055 98	.....	3,343 61
Whiteside.....	10,405 44	394 73	10,010 71	10,198 63	.....	185 92
Will.....	13,813 76	528 14	13,285 62	14,620 57	.....	1,334 95
Williamson.....	2,737 84	388 76	2,349 08	6,800 94	.....	4,451 86
Winnebago.....	11,634 56	467 24	11,167 32	9,315 87	1,851 45	.....
Woodford.....	7,305 80	293 30	7,012 50	7,907 63	.....	895 13
Total.....	\$981,137 52	\$67,419 36	\$913,718 16	\$900,000 00	\$143,403 46	\$129,685 30

*Statement of School Fund Tax levied in the year 1871, showing the aggregate amount charged, the amount deducted for abatements, commissions, etc., the net amount collected, the amount paid to each county, etc.*

COUNTIES.	Amount charged.	Amount of abatements, commissions, etc.	Net amount.	Amount paid county.	Amount received from county over amt paid.	Amount paid county over amount received.
Adams.....	\$25,302 80	\$1,977 46	\$23,225 34	\$17,142 49	\$6,082 85	.....
Alexander.....	3,109 56	125 69	2,983 87	2,432 39	.....	\$448 52
Bond.....	4,555 76	455 58	4,100 18	5,263 44	.....	1,163 26
Boone.....	4,840 80	188 44	4,652 36	4,467 27	185 09	.....
Brown.....	3,423 64	180 13	3,243 51	4,722 46	.....	1,478 95
Bureau.....	14,413 32	539 89	13,873 43	12,067 46	1,805 97	.....
Calhoun.....	1,296 92	42 61	1,254 31	2,980 89	.....	1,726 58
Carroll.....	5,799 72	202 81	5,596 91	6,339 61	.....	742 70
Cass.....	6,088 24	257 44	5,830 80	4,804 89	1,025 91	.....
Champaign.....	12,789 96	606 84	12,183 12	12,890 77	.....	707 65
Christian.....	9,812 76	652 75	9,160 01	8,952 59	207 42	.....
Clark.....	5,488 08	336 62	5,151 46	7,527 28	.....	2,375 80
Clay.....	4,516 12	250 87	4,265 25	6,491 30	.....	2,226 05
Clinton.....	5,476 12	729 92	4,746 20	6,574 58	.....	1,828 38
Coles.....	10,218 68	594 01	9,624 67	9,142 91	481 76	.....
Cook.....	177,137 08	17,713 71	159,423 37	78,434 08	80,989 29	.....
Crawford.....	3,333 52	216 41	3,117 11	6,139 07	.....	3,021 96
Cumberland.....	3,719 52	498 70	3,220 82	5,034 18	.....	1,813 36
DeKalb.....	9,123 24	306 59	8,816 65	8,808 37	14 28	.....
DeWitt.....	5,344 96	229 67	5,115 29	6,056 43	.....	941 14
Douglas.....	4,821 12	278 70	4,542 42	5,623 59	.....	1,081 17
Du Page.....	7,264 64	1,274 11	5,990 53	5,414 15	576 38	.....
Edgar.....	9,758 80	684 69	9,074 11	8,777 76	296 35	.....
Edwards.....	2,449 88	61 82	2,388 06	3,119 43	.....	731 37
Effingham.....	4,602 80	894 68	3,708 12	6,335 36	.....	2,557 24
Payette.....	6,437 48	694 98	5,742 50	8,638 89	.....	2,896 39
Ford.....	4,653 36	465 34	4,188 02	4,642 48	.....	454 46
Franklin.....	2,188 44	127 36	2,061 08	5,919 15	.....	3,858 07
Fulton.....	13,943 76	550 60	13,393 16	14,539 52	.....	1,146 36
Gallatin.....	2,758 24	66 21	2,692 03	4,504 43	.....	1,812 40
Greene.....	7,479 36	194 77	7,284 59	7,695 54	.....	410 95
Grundy.....	5,695 52	194 43	5,501 10	5,878 53	.....	377 43
Hamilton.....	2,187 88	109 95	2,077 93	5,881 31	.....	3,803 38
Hancock.....	12,344 07	845 29	11,498 75	13,362 16	.....	1,863 41
Hardin.....	849 88	33 63	816 25	2,438 80	.....	1,621 95
Henderson.....	5,735 24	637 07	5,098 17	4,812 09	286 08	.....
Henry.....	13,421 90	499 42	12,922 48	13,100 14	.....	178 36
Iroquois.....	12,058 28	536 40	11,521 88	12,358 92	.....	837 04
Jackson.....	6,219 16	656 08	5,563 08	7,950 51	.....	2,387 43
Jasper.....	3,189 28	328 24	2,861 04	5,924 42	.....	3,063 38
Jefferson.....	5,547 48	544 70	5,002 78	7,976 49	.....	2,973 71
Jersey.....	6,297 44	464 94	5,832 50	6,093 79	.....	261 29
Jo Daviess.....	6,816 24	366 90	6,449 34	10,731 14	.....	4,281 80
Johnson.....	1,863 48	175 62	1,687 86	4,870 12	.....	3,182 26
Kane.....	17,421 92	896 41	16,525 51	11,793 19	4,732 32	.....
Kankakee.....	7,014 04	296 06	6,717 98	9,567 54	.....	2,849 56
Kendall.....	5,030 04	165 30	4,864 74	4,392 11	472 63	.....
Knox.....	15,064 68	531 39	14,533 29	13,044 48	1,488 81	.....
Lake.....	5,924 84	190 98	5,733 86	7,590 27	.....	1,856 41
La Salle.....	24,350 64	1,258 38	23,092 26	21,152 78	1,939 48	.....
Lawrence.....	3,617 48	183 66	3,433 82	5,160 52	.....	1,726 70
Lee.....	9,395 36	360 68	9,034 68	10,162 80	.....	1,128 12
Livingston.....	14,544 20	1,084 24	13,459 96	13,486 24	.....	26 28
Logan.....	10,424 56	403 06	10,021 50	8,614 53	1,406 97	.....
Macon.....	11,146 72	442 68	10,704 04	9,185 71	1,518 33	.....
Macoupin.....	14,565 84	885 66	13,680 18	12,596 00	1,084 18	.....
Madison.....	21,599 36	1,784 04	19,815 32	13,686 40	6,128 92	.....
Marion.....	7,206 76	718 78	6,487 98	8,429 83	.....	1,941 85
Marshall.....	6,649 52	257 11	6,392 41	6,035 05	357 36	.....
Mason.....	7,676 20	494 39	7,181 81	6,926 78	255 03	.....
Massac.....	1,631 52	88 52	1,543 00	3,623 50	.....	2,080 50
McDonough.....	10,869 36	386 88	10,482 48	9,345 86	1,136 62	.....
McHenry.....	9,000 24	331 73	8,668 51	8,911 12	.....	242 61
McLean.....	24,322 32	956 45	23,365 87	18,346 93	5,018 94	.....
Menard.....	4,617 84	139 35	4,478 49	4,483 05	.....	19 56
Mercer.....	8,798 92	301 54	8,497 38	7,070 96	1,426 42	.....
Monroe.....	3,779 96	729 91	3,050 05	5,516 25	.....	2,466 20
Montgomery.....	8,820 24	346 87	8,473 37	9,590 24	.....	1,116 87
Morgan.....	15,694 60	641 00	15,053 60	9,725 84	5,327 67	.....
Moultrie.....	4,675 08	294 47	4,380 61	4,600 20	.....	219 39
Ogle.....	12,468 40	477 08	11,991 32	10,411 08	1,580 24	.....

## Statement—Continued.

COUNTIES.	Amount charged.	Amount of abatements, commissions, etc.	Net amount.	Amount paid county.	Amount rec'd from county over am't paid.	Amount paid county over am't received.
Peoria .....	\$18,409 84	\$764 55	\$17,645 29	\$14,032 74	\$3,612 55	.....
Perry .....	4,147 80	402 11	3,745 69	5,220 10	.....	\$1,474 41
Platt .....	5,415 28	219 17	5,196 11	5,154 50	41 61	.....
Pike .....	10,000 24	375 28	9,624 96	11,818 73	.....	2,193 76
Pope .....	2,079 92	247 18	1,832 74	5,016 53	.....	3,183 79
Pulaski .....	1,551 84	477 36	1,074 48	2,612 14	.....	1,537 66
Putnam .....	2,341 08	85 05	2,256 03	2,375 43	.....	119 40
Randolph .....	7,660 94	2,267 76	5,392 48	8,127 74	.....	2,735 26
Richland .....	3,879 96	124 57	3,755 39	5,596 61	.....	1,841 22
Rock Island .....	9,809 80	636 25	9,173 55	8,905 69	267 86	.....
Saline .....	1,942 76	117 27	1,825 49	5,549 50	.....	3,724 01
Sangamon .....	26,337 44	1,928 11	24,409 33	14,672 20	9,737 13	.....
Schuyler .....	5,140 04	184 07	4,955 97	6,271 22	.....	1,315 25
Scott .....	3,454 80	98 43	3,356 37	3,888 13	.....	531 76
Shelby .....	9,124 88	659 34	8,465 54	10,748 07	.....	2,282 53
Stark .....	4,306 04	148 93	4,157 11	3,820 15	336 96	.....
St. Clair .....	23,196 00	2,696 38	20,499 62	15,453 28	5,046 34	.....
Stephenson .....	10,863 76	790 41	10,073 35	10,705 15	.....	631 80
Tazewell .....	13,528 08	747 32	12,780 76	10,144 91	2,635 85	.....
Union .....	3,174 52	156 06	3,018 44	5,918 18	.....	2,899 74
Vermilion .....	13,948 44	677 54	13,270 90	13,051 74	219 16	.....
Wabash .....	2,266 32	65 23	2,201 09	3,285 19	.....	1,084 03
Warren .....	10,026 48	496 96	9,529 52	8,197 98	1,331 54	.....
Washington .....	6,417 76	660 14	5,757 62	7,720 22	.....	1,962 60
Wayne .....	5,219 00	403 17	4,815 83	8,742 22	.....	3,926 46
White .....	4,086 96	181 53	3,905 43	7,063 09	.....	3,157 66
Whiteside .....	10,988 60	498 73	10,489 87	10,100 33	389 54	.....
Will .....	13,767 12	523 03	13,244 09	14,506 93	.....	1,262 84
Williamson .....	2,613 32	261 33	2,351 99	6,744 68	.....	4,392 69
Winnebago .....	12,171 88	512 61	11,659 27	9,461 38	2,197 89	.....
Woodford .....	7,724 56	267 27	7,457 20	7,775 83	.....	318 54
Totals .....	\$1,006,179 20	\$69,041 33	\$937,137 87	\$900,000 00	\$151,641 73	\$114,503 86

NOTE.—Abatements estimated for the counties of Bond, Cook, Ford and Williamson.



*Statement showing the amount of interest on School Fund, and the amount of School Tax Fund distributed to the several counties in the State, for the years 1870 and 1871.*

COUNTIES.	1870.			1871.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
Adams .....	\$1,127 59	\$18,598 75	\$19,726 34	\$1,039 31	\$17,142 49	\$18,181 80
Alexander .....	217 24	3,583 13	3,800 37	208 10	3,432 39	3,640 49
Bond .....	328 92	5,425 25	5,754 17	319 11	5,263 44	5,582 55
Boone .....	280 65	4,629 02	4,909 67	270 84	4,467 27	4,738 11
Brown .....	323 05	5,328 35	5,651 40	286 31	4,732 46	5,008 77
Bureau .....	820 64	13,535 70	14,356 34	731 62	12,067 46	12,799 08
Calhoun .....	192 35	3,172 65	3,365 00	180 72	2,980 80	3,161 61
Carroll .....	402 65	6,641 25	7,043 90	384 36	6,339 61	6,723 97
Cass .....	329 19	5,429 58	5,758 77	291 31	4,804 89	5,096 20
Champaign .....	681 55	11,241 60	11,923 15	781 54	13,090 77	13,872 31
Christian .....	541 33	8,928 93	9,470 26	542 77	8,952 59	9,495 36
Clark .....	480 49	7,925 27	8,405 76	456 36	7,527 26	7,983 62
Clay .....	401 10	6,615 72	7,016 82	393 55	6,491 30	6,884 85
Clinton .....	387 72	6,395 06	6,782 78	398 60	6,574 58	6,973 18
Coles .....	573 56	9,460 51	10,034 07	554 31	9,142 91	9,697 22
Cook .....	3,675 05	60,617 65	64,292 70	4,755 28	78,434 08	83,189 36
Crawford .....	387 05	6,384 01	6,771 06	372 20	6,139 07	6,511 27
Cumberland .....	312 95	5,161 67	5,474 62	305 21	5,034 18	5,339 39
DeKalb .....	585 60	9,329 06	9,914 66	533 67	8,802 37	9,336 04
DeWitt .....	358 31	5,909 95	6,268 26	367 19	6,056 43	6,423 62
Douglas .....	340 53	5,616 75	5,957 28	340 95	5,693 59	5,964 54
DuPage .....	359 35	5,927 15	6,286 50	328 25	5,414 15	5,742 40
Edgar .....	581 58	9,592 68	10,174 26	532 17	8,777 76	9,309 93
Edwards .....	190 09	3,135 25	3,325 34	169 12	3,119 43	3,288 55
Efingham .....	392 00	6,465 45	6,857 45	384 10	6,335 36	6,719 46
Fayette .....	532 30	8,778 85	9,312 15	523 76	8,638 89	9,162 65
Ford .....	220 02	3,628 97	3,848 99	281 47	4,642 48	4,923 95
Franklin .....	361 62	5,994 55	6,356 17	358 87	5,919 15	6,278 02
Fulton .....	931 58	15,365 69	16,297 27	881 50	14,539 59	15,421 02
Gallatin .....	258 70	4,266 86	4,525 56	273 09	4,504 43	4,777 52
Greene .....	484 21	7,986 80	8,470 81	466 56	7,695 54	8,162 10
Grundy .....	357 19	5,891 36	6,248 55	356 40	5,878 53	6,234 93
Hamilton .....	326 95	5,392 66	5,719 61	356 57	5,881 31	6,237 88
Hancock .....	840 44	13,862 43	14,702 87	810 12	13,362 16	14,172 28
Hardin .....	127 14	2,096 81	2,223 95	147 85	2,438 80	2,586 65
Henderson .....	323 52	5,336 10	5,659 62	291 75	4,812 09	5,103 84
Henry .....	722 28	11,913 41	12,635 69	794 23	13,100 14	13,894 37
Iroquois .....	692 82	11,262 56	11,945 38	749 30	12,358 92	13,108 22
Jackson .....	461 28	7,610 02	8,071 40	492 02	7,950 51	8,432 53
Jasper .....	356 61	5,881 86	6,238 47	359 18	5,994 42	6,353 60
Jefferson .....	479 96	7,916 75	8,396 73	483 60	7,976 49	8,460 09
Jersey .....	341 12	5,626 50	5,967 62	369 45	6,093 79	6,463 24
Jo Davies .....	665 58	10,978 13	11,643 71	650 60	10,731 14	11,381 74
Johnson .....	333 72	5,504 35	5,838 07	295 26	4,870 12	5,165 38
Kane .....	679 16	11,202 17	11,881 33	715 00	11,793 19	12,508 19
Kankakee .....	557 61	9,197 25	9,754 86	580 06	9,567 54	10,147 60
Kendall .....	310 99	5,129 54	5,440 53	266 28	4,392 11	4,658 39
Knox .....	802 33	13,223 95	14,026 28	790 96	13,044 48	13,835 34
Lake .....	459 82	7,584 24	8,044 06	460 18	7,590 27	8,050 45
LaSalle .....	1,321 89	21,803 74	23,125 63	1,262 45	21,152 78	22,415 23
Lawrence .....	310 83	5,126 88	5,437 71	312 87	5,160 52	5,473 39
Lee .....	619 51	10,218 33	10,837 84	616 14	10,162 80	10,778 94
Livingston .....	638 47	10,530 89	11,169 36	817 64	13,486 24	14,303 88
Logan .....	529 29	8,730 21	9,259 50	522 28	8,614 53	9,136 81
Macon .....	571 44	9,425 41	9,996 85	556 90	9,185 71	9,742 61
Macoupin .....	847 21	13,974 10	14,821 31	763 66	12,596 00	13,359 66
Madison .....	909 22	14,996 90	15,906 12	829 77	13,686 40	14,516 17
Marion .....	527 41	8,689 19	9,216 60	511 07	8,429 83	8,940 90
Marshall .....	414 14	6,530 89	7,245 03	365 89	6,035 05	6,400 94
Mason .....	372 60	6,145 60	6,518 20	419 96	6,926 78	7,346 74
Massac .....	227 28	3,748 74	3,976 02	219 68	3,623 50	3,843 18
McDonough .....	636 02	10,490 57	11,126 59	566 62	9,345 86	9,912 48
McHenry .....	579 14	9,552 49	10,131 63	540 26	8,911 12	9,451 38
McLean .....	1,043 62	17,213 58	18,257 20	1,112 33	18,346 93	19,459 26
Menard .....	284 89	4,698 91	4,983 80	278 71	4,498 05	4,776 76
Mercer .....	492 28	7,954 87	8,437 15	428 69	7,070 96	7,499 65
Monroe .....	314 87	5,193 40	5,508 27	334 44	5,516 25	5,850 69
Montgomery .....	578 10	9,535 10	10,113 20	581 44	9,590 24	10,171 68
Morgan .....	624 43	10,289 28	10,913 71	589 65	9,725 84	10,315 49

## Statement—Continued.

COUNTIES.	1870.			1871.		
	Interest.	Tax.	Total.	Interest.	Tax.	Total.
Moultrie.....	\$260 99	\$4,304 72	\$4,565 71	\$278 90	\$4,600 20	\$4,879 10
Ogle.....	662 33	10,924 71	11,587 04	631 20	10,411 08	11,042 28
Peoria.....	911 24	15,030 24	15,941 48	850 77	14,032 74	14,883 51
Perry.....	349 93	5,771 81	6,121 74	316 49	5,220 10	5,536 59
Piatt.....	289 30	4,771 79	5,061 09	312 51	5,154 50	5,467 01
Pike.....	799 67	13,189 98	13,989 65	716 54	11,818 72	12,535 26
Pope.....	331 75	5,472 00	5,803 75	304 14	5,016 53	5,320 67
Pulaski.....	155 86	2,570 55	2,726 41	158 37	2,612 14	2,770 51
Putnam.....	161 36	2,661 45	2,822 81	144 02	2,375 43	2,519 45
Randolph.....	501 67	8,274 67	8,776 34	492 76	8,127 74	8,620 50
Richland.....	334 39	5,515 37	5,849 76	339 31	5,596 61	5,935 92
Rock Island.....	692 99	10,275 71	10,968 70	539 93	8,905 69	9,445 62
Saline.....	344 79	5,686 99	6,031 78	336 46	5,549 50	5,885 96
Sangamon.....	970 98	16,015 56	16,986 54	889 54	14,672 20	15,561 74
Schnyder.....	425 98	7,026 13	7,452 11	380 21	6,271 22	6,651 43
Scott.....	244 00	4,024 58	4,268 58	235 73	3,888 13	4,123 86
Shelby.....	610 73	10,073 46	10,684 19	651 63	10,748 07	11,399 70
Stark.....	266 13	4,389 44	4,655 57	231 60	3,820 15	4,051 75
St. Clair.....	961 50	15,859 26	16,820 76	936 90	15,453 28	16,390 18
Stephenson.....	700 63	11,556 31	12,256 94	649 03	10,705 15	11,354 18
Tazewell.....	629 79	10,387 87	11,017 66	615 06	10,144 91	10,759 97
Union.....	422 49	6,968 58	7,391 07	358 80	5,918 18	6,276 98
Vernillion.....	787 97	12,996 80	13,784 77	791 30	13,051 74	13,843 04
Wabash.....	202 94	3,347 27	3,550 21	199 17	3,285 12	3,484 29
Warren.....	536 67	8,851 91	9,388 58	497 03	8,197 98	8,695 01
Washington.....	477 30	7,879 83	8,349 83	468 06	7,720 22	8,188 28
Wayne.....	512 34	8,450 61	8,962 95	530 03	8,742 29	9,272 32
White.....	427 79	7,055 98	7,483 77	428 22	7,063 09	7,491 31
Whiteside.....	618 20	10,196 63	10,814 83	612 37	10,100 33	10,712 70
Will.....	886 41	14,620 57	15,506 98	879 53	14,506 93	15,386 46
Williamson.....	412 33	6,800 94	7,213 27	408 91	6,744 68	7,153 59
Winnebago.....	564 80	9,315 87	9,880 67	573 62	9,461 38	10,035 00
Woodford.....	479 43	7,907 63	8,387 06	471 43	7,775 83	8,247 26
Total.....	\$54,564 93	\$900,000 00	\$954,564 93	\$54,564 93	\$900,000 00	\$954,564 93



## RECENT OFFICIAL INTERPRETATIONS OF THE SCHOOL LAW.

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### CONSTRUCTION OF SECTION 33.

The first five clauses of this section prescribe the conditions upon which, and upon which alone, the boundary lines of existing school districts can be altered, and new districts established.

*First Clause.*—This clause applies to districts lying wholly within the limits of the same congressional township. Under this clause new districts can be established, either by division or consolidation, and any desired changes can be made in the boundary lines of existing districts, upon compliance with the prescribed condition. That condition is, a written petition, signed by a majority of all the legal voters resident in each of the districts affected by the proposed change. This condition applies both to the establishment of new districts, and to the alteration of boundary lines, merely. The petition must be filed with the Board of Trustees on or before the day of a stated semi-annual meeting. New districts cannot be established, nor boundary lines changed, except at a regular meeting of the Board.

If it is proposed, for instance, to take a portion of territory from one district and attach it to another, *two* districts are *affected* by the proposed change of boundary lines, namely, the district from which the territory is to be taken, and the one to which said territory is to be added; hence, in that case, the petition must be signed by a majority of all the legal voters in each of said districts. If, for example, there are thirty voters in one district and twenty in the other, the petition must be signed by at least sixteen of the former and eleven of the latter. It will not do to have the petition signed merely by a majority of the *aggregate* number of voters in the two districts, without regard to the separate districts; for in that case the will of one of the districts might be ignored entirely. Thus, in the supposed case: the aggregate number of voters in both districts is fifty, of which number twenty-six is a majority; and the twenty-six might consist of twenty from one district and six from the other, or twenty-five from one district and one from the other, or even

the whole twenty-six signers might be from one district and *none* from the other, etc. It must be distinctly understood, therefore, that no action can be had under this clause, in any case, without a petition signed by a clear majority of the legal voters resident in each one of the several districts concerned.

When two or more districts are concerned it will be best to have a separate petition from each district, rather than for all the names to be on the same paper; each list of names can in this way be more readily examined and compared with the whole number of voters in the district. For the same reason, even if all the names are on the same paper, those from each district should be placed in order by themselves, and not mixed indiscriminately with those from other districts. The same rules are to be observed whether the petition is for the establishment of new districts, or only for the alteration of boundaries, without increasing or diminishing the number of districts.

A new district can be made in three ways, and only three, viz: by making two districts out of one; by taking a portion of territory from each of two or more contiguous districts; and by consolidating two or more adjacent districts. This clause applies to each of these three classes of cases, and to all the particular cases that can arise thereunder. If a single district is to be divided, making two new ones, it is only necessary to file a petition signed by a majority of the legal voters of said single district, because it is the *only* district "affected by the proposed change."

*Second Clause.*—This clause merely extends the provisions of the first clause to contiguous territory lying partly in two or more different townships, and all that has been said in respect to the former, applies equally to the latter, and the only difference is that in proceedings had under this second clause, each Board of Trustees concerned must concur therein. This clause not only authorizes the forming of districts out of the territory of adjacent townships, but also any and all alterations of boundaries, affecting two or more townships.

In proceedings had under this clause a copy of the petition or petitions must be filed with each of the several boards of trustees concerned, on or before the day of the regular semi-annual meeting, as in proceedings had under the first clause.

*Third Clause.*—The object of this clause is to protect the rights of minorities in school districts. It sometimes happens that a few families in a district are left without suitable school accommodations by reason of the unfair action, or the refusal to act, of the majority. This most frequently occurs where the mass of the population is at or near one side or corner of the district, or in a village or town, the interests and convenience of which are consulted to the neglect of the few who

reside in remote parts of the district. Nor are instances wanting where the same wrong is caused by local strifes and jealousies, by mercenary motives, or even by sheer perversity and obstinacy on the part of the majority. It was so under the old law, and it will continue to be so. In not a few cases small clusters of families have been practically deprived entirely of the means of educating their children, by reason of the remoteness or inaccessibility of the school house, and the refusal or inability of the board of trustees or of directors, or of the majority of the inhabitants, to grant redress. The intent and purpose of this third clause is to afford relief in such cases—it has no other object. In the great majority of cases the rights and interests of all parties can be secured under the provisions of the first and second clauses, but cases of emergency and of peculiar hardship will nevertheless arise, when no help can be obtained from a willful, perverse or selfish majority, and it was for the express benefit of such cases that this third clause was inserted by the legislature.

Two modes of relief, and two only, are afforded by this third clause of the 33d section, viz: 1. By the formation of a new district, and, 2. By attachment to another contiguous district. The provisions of the clause, in each case, are to be construed and applied as follows:

1. Upon petition of all the voters in any given territory, whether that territory lies wholly in the same township or partly in different townships, and whether it lies entirely in the same district, or partly in different districts, setting forth that they are not now properly accommodated with school privileges, but will be by being set off and formed into a new district—then the proper board or boards of trustees must grant the request of the petitioners: *Provided*, that not less than five families reside within said territory, and that none of said territory lies within a district that has a bonded debt, and that no boundary line of the proposed new district comes nearer than one mile (in a straight line) to any school house already built. In this case the remedy is within the absolute control of the petitioners.

2. Upon petition of all the voters in any like territory, alleging that they are not now properly accommodated with school privileges, but will be by being detached from the district or districts to which they now belong and attached to another designated contiguous district, whether such other district lies in the same township or in a different township; and upon the consenting petition of a majority of the voters in such other district—then the prayer of said petitioners must be granted by the proper board or boards of trustees, subject only to the aforesaid conditions as to bonded debt, boundary lines and number of families.

The right to relief under this third clause is conditional upon the petition therefor being signed by *all* the voters in the given territory.

This language must be literally construed—every legal voter resident in the territory designated in the petition must actually sign said petition, otherwise the trustees may refuse to grant the desired favor. The object of the clause being to provide for special and exceptional cases, as already stated, and the privilege conferred being somewhat liable to abuse, all of its terms and provisions should and must be strictly construed. When, therefore, a petition for a new district is laid before the trustees under this third clause of section 33, the questions to be considered by the trustees are the following: *First*, do at least five families reside in the designated territory? *Second*, is the petition signed by all the legal voters in that territory? *Third*, has the district, or districts, from which the petitioners desire to be severed, a bonded debt? *Fourth*, does any boundary line of the proposed new district come nearer than one mile, in a straight line, to any school house now built? If the trustees find that all the requirements of the law have been complied with upon each and all of these points, they *must* set off the petitioners into a new district, as desired; but if they find that the requirements of the law have not been complied with in respect to any one of those points, they can not establish the new district. If the petitioners desire to be added to another district, the trustees must be satisfied, in addition to the before-mentioned points, that the petition from such other district is signed by a majority of the legal voters therein.

All persons who shall be legal voters in their respective districts upon the day of the regular meeting of the trustees, must be counted in determining whether the requisite number of voters have signed any petition on which Boards of Trustees are required to act under these clauses. Every male citizen of the United States, above the age of twenty-one years, who has resided in this State one year, in the county ninety days, and in the school district thirty days next preceding the first Monday of any April or October, is entitled to sign a petition under any of these clauses of section 33. Every petition, duly filed with the trustees, must be considered by them at their next succeeding stated meeting, and acted upon if possible. If it is found impossible or impracticable to take final action on the day of the regular meeting, for lack of positive information upon some essential point, or other good and sufficient cause, final action may be had at an adjourned meeting, such adjourned meeting being in law but a continuation of the stated meeting. But when an adjournment is necessary, it should be for the shortest time practicable, it being the intent and purpose of the law that all proceedings under these clauses shall be completed and consummated as promptly as possible. If a petition is filed in season, and neither acted upon nor in any manner considered on the regular day, it cannot be acted upon nor considered at the *next regular meeting*, but *another* peti-

tion must be filed if action is still desired ; and for such neglect of duty the trustees will be responsible.

Special attention is invited to the following provisions of the 33d section, as to the *time* within which copies of the records of all new districts and of all changes of district boundaries must be filed with the county clerk :

Within *ten days* after any changes are made in district boundaries, whether by division, consolidation or otherwise, the township treasurer shall make a full record thereof in the record book of the trustees, and file a copy of said record, together with a new map of the township, and a list of the tax-payers resident in each of the newly arranged districts, in the office of the county clerk. Compliance with these requirements, within the said period of ten days, is hereby made *essential to the validity of any alterations of district boundaries*.

For failure, neglect or refusal to comply with the above requirement, township treasurers will be liable on their official bonds, as provided in the 64th section of the act.

Attention is also directed to the following provision :

If said copy of record, plat of township, and list of tax-payers shall be filed, as aforesaid, in the office of the county clerk, within ten days after the October meeting of the trustees, the county clerk shall thereupon correct the lists required to be filed on or before the first Monday in September, under section 44 of this act.

In order to enable the trustees to determine readily and surely who are and who are not legal voters in the respective districts, so as to facilitate proceedings under each or any of the first five clauses of this 33d section, each board of trustees is advised to require its clerk to prepare, with care and accuracy, in a bound book suited to the purpose, an alphabetical list of all the legal voters in the several districts and fractional districts of the township, keeping those of each district and fractional district separate.

The first lists of voters should be made out during the ten days immediately preceding the next October meeting of the trustees, and carefully corrected semi-annually thereafter, namely, during the ten days immediately preceding each subsequent regular meeting of the board. The clerk of the board should be allowed a reasonable compensation for this special service, and should be required to certify to the correctness of the lists when first made, and also to the correctness of the additions and alterations made semi-annually thereto. The lists so prepared and certified may be taken by the trustees as *prima facie* evidence of the facts in the case, in all proceedings with regard to the formation of new districts and the alteration of district boundaries, under the 33d section of the school law. The lists of voters, and corrections thereof, should be made as near the close of each semi-annual period as possible, as above recommended, in order to ensure the listing of all who may have become voters since the last preceding canvass; and, as already stated, it will be the privilege of all who may become voters down to the very day of the regular meeting, to sign a petition.



## LICENSURE OF TEACHERS IN DISTRICTS HAVING NOT LESS THAN TWO THOUSAND INHABITANTS.

Some doubts having arisen as to whether teachers employed by Boards of Education, elected in pursuance of the provisions of the first part of the 80th section of the school law, should be required to procure certificates of qualification from the county superintendent of schools, I submitted the point to the Attorney General, who replied as follows:

I have considered the question submitted in your communication, upon which you request my opinion, and think it is at least very questionable whether Boards of Education elected in school districts having not less than two thousand inhabitants, have a right to grant certificates of qualification to teachers employed in such districts.

The provisions of section 80, in the school law of 1872, supposed to confer the authority on Boards of Education, is in these words: "To examine and employ teachers, and fix the amount of their salaries."

It will be observed that no express authority is given to grant certificates of qualification. The word "examine" may have been inserted in order to require such boards to ascertain the qualification of teachers employed by them independently of the certificates granted by the county superintendent.

Section 52 of the school law provides that "no teacher shall be entitled to any portion of the common school or township fund, or other public fund, \* \* \* who shall not, at the time of his employment, have a certificate of qualification obtained under the provisions of this act."

It is not certain that the courts would hold that a teacher could be lawfully paid any portion of the public school funds, who had not a certificate of qualification granted by the county superintendent or board of examiners, as prescribed in section 50 of the act. The safer course would be that teachers should procure their certificates of qualification from the officers expressly authorized by law to grant them.

To avoid misapprehension, it is proper to add that this opinion has no reference to the powers of Boards of Education, under special acts, nor to such boards, in cities of one hundred thousand population, organized under the latter portion of section 80.

In accordance with the foregoing decision of the Attorney General, all Boards of Education who have been or may hereafter be elected in school districts containing two thousand inhabitants or more, are hereby instructed to see that every teacher employed by them, whether as principal or assistant, has, at the time of his employment, a legal and valid certificate of qualifications, obtained from the county superintendent of schools, under the provisions of the 50th section of the act. It will be noticed that said Boards of Education are held by the Attorney General to possess, substantially, the same rights and powers, and to be charged with about the same duties, in respect to the licensure and employment of teachers, as ordinary boards of school directors. They cannot employ, or pay from any school fund, a teacher who does not hold a certificate granted by the county superintendent, but they are not required to accept such certificate as final and conclusive; they are not debarred the privilege (possessed by all boards of directors) of inquiring further into the character and abilities of the teacher, and accepting or rejecting him according to the result of such further inquiry. Indeed, it is made the *duty* of the board to institute such additional and independent examination into the fitness and worthiness of the persons whom they propose to employ as teachers, and to govern themselves accordingly. But a regular certificate from the county superintendent of schools is

nevertheless to be understood as a condition precedent to the legal employment or payment of a teacher.

The delay in issuing the statistical portion of the report from the press, enables me to append the text of the law passed by the Twenty-eighth General Assembly, making women eligible to school offices, together with some comments thereon. It is as follows :

AN ACT TO AUTHORIZE THE ELECTION OF WOMEN TO SCHOOL OFFICES.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That any woman, married or single, of the age of twenty-one years and upwards, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special school laws of this State.

§ 2. That any woman elected or appointed to any office under the provisions of this act, before she enters upon the discharge of the duties of the office, shall qualify and give bond as required by law, and such bond shall be binding upon her and her securities.

APPROVED April 3, 1873.

This act, as previously stated, takes effect July 1, 1873, at which time all distinctions of or on account of sex, so far as eligibility to any school office in this State is concerned, will terminate and cease to exist, whether such office be filled by election or appointment. The terms of the act are comprehensive and exhaustive; leaving really no room for doubt or question, and no ambiguities to be explained or construed. All the rights, powers, duties, obligations and liabilities appertaining to *men* as particular school officers, will then appertain, all and singular, equally and in the same sense, and to the same extent precisely, both in form and substance, in manner and matter, to *women* who may be elected or appointed to the same offices. This comprehensive statement of the scope and meaning of the act is made at this time in order to anticipate and forestall the innumerable doubts and queries likely to arise when the act takes effect, and women are actually elected or appointed to office in accordance with its provisions.

If, for example, a woman shall be elected school director, every provision of every section of the State school law, in relation to school directors, will apply to said woman—not one whit more or less. And so of every other elective school office. And if a woman shall be appointed township treasurer, then every provision and requirement of every section, paragraph, line and word of the school law in relation to township treasurers, will apply to said woman, without any change, modification, condition or reservation whatsoever. In one word, so far as the holding of school offices in this State is concerned, the General Assembly has abolished the distinction of *sex*, and the school laws, after the first day of next July, must be read, construed, understood and applied the same as if there were no such word in the language.

Many questions have already been submitted to the State Superintendent, in anticipation of the contingencies likely to happen when this law shall take effect. A prominent school officer, for example, proposes

the following queries: "If a lady should be appointed school treasurer, and other ladies sign her official bond as securities, would the bond be valid, provided the securities are freeholders? Should I require gentlemen to sign the bond as security?" Touching the competency of women to sign their own official bonds, and to become sureties upon the official bonds of others, the Attorney-General has given the following opinion:

1. It has never been the law that mere sex was a disqualification to sign an official bond or enter into any legal contract; but coverture, except so far as modified by recent statutes, is a disqualification.

2. A married woman has not power to make herself liable as surety upon the official bond of another person; but, when elected to a school office under the recent law, she may sign her own official bond and make herself and separate estate liable thereon.

3. Unmarried women of lawful age may sign official bonds for other persons as security, and incur the same liability thereon as men. Section 55 of the school law requires the security upon the treasurers' bond to be a freeholder—but a woman owning a freehold estate in real property, is a freeholder within the meaning of the law.

The above questions, and all others of like or similar character that can possibly arise under the law that we are considering, are answered by what has been said. The only question is, what does the school law require in regard to treasurer's bonds and bondmen? The appointment of a woman will not change those requirements in the smallest particular. Whoever is now qualified to go on the bond of a man, will be equally qualified to go on the bond of a woman, as treasurer; whoever is not now competent to become the security of the former, will be incompetent to become the security of the latter. And these broad and simple principles will enable every county superintendent and all other persons concerned, to determine just what to do and what to require, in all cases, when the time shall arrive for the election or appointment of women to school offices.

#### CUSTODY OF FUNDS IN SCHOOL DISTRICTS LYING PARTLY IN DIFFERENT TOWNSHIPS.

Section 45 of the school law prior to the revision of 1872, contained the following provision:

When a district is composed of parts of two or more townships, the directors shall determine and inform the collector in writing, under their hands as directors, which of the treasurers of the townships from which their district is formed shall demand and receive the tax money collected by the county collector as aforesaid.

The above important provision was omitted in the revision of said section 45, and is not contained in the act now in force. In reply to numerous inquiries on the subject, I have informed boards of directors in such districts, that they might *request* the other treasurers concerned to turn over the funds in their hands belonging to said districts, to the particular treasurer designated by said directors, taking his receipt therefor, but that they could not *require* them to do so, nor could they

authorize or require collectors to pay over the tax money to such designated treasurer.

I recently submitted the case to the Attorney-General, asking an official opinion upon three questions touching the competency of directors in the premises. Below will be found his reply, which, it will be observed, confirms the view that had previously been taken by this department :

Your communication was duly received, in which you call my attention to the fact, that the clause of the 45th section of the former school law which expressly authorized the school directors of districts formed from territory lying partly in two or more townships, to designate which treasurer of the several townships they would have their school moneys deposited with, by the several collectors, was omitted in the Revised School Laws of 1872.

You ask my opinion on the following questions: "Will boards of directors of such districts still be warranted in instructing the collectors to pay over the tax money to one particular treasurer, as heretofore, notwithstanding the omission of the said provision from the new law? Or, can such directors instruct the other treasurers to pay said tax over to a particular treasurer designated by them? Or, can such directors draw a formal order on each of such other treasurers in favor of the particular treasurer designated by them?"

I am compelled to answer each question in the negative.

1. I find upon examination, that in the revision of 1872, not only was the clause referred to omitted from section 45 of the school law, but new words were inserted in said section, making it the duty of the county clerk, before delivering the tax books to the collectors, to certify to the township treasurers of the respective townships "the amount due each district, or *fraction of a district*, in his township," of the school tax levied and placed upon the tax book, and it is made the duty of the township treasurer to demand and receive from the collector, the school tax collected within each fraction of a district within his township, as well as that collected within school districts lying wholly therein. As the statutes now exist, no other person than the township treasurer of the township within which a school district tax is collected, has the right to receive such fund from the collector, although the tax is collected within a fraction of a district, the remaining and greater portion of which may be in another township. School Law of 1872, sections 45 and 46.

The school directors have no power to authorize any other treasurer to demand or receive the same from the collector. *Id.*

2. Where a school district is situated in two or more townships, separate schedules of the names of scholars, etc., must be kept for each township and filed with the township treasurer. Until this is done, no such treasurer has the right to pay the teacher, nor have the directors the right to draw an order in favor of the teacher for any part of such fund. Laws of 1872, 725, section 53.

The spirit of the law is that no money shall be drawn from the township treasurer with which to pay teachers, until the schedule has been filed with him, and certified to by the directors as specified by law. *Id.*

The board of directors have no power to draw orders on the township treasurer, payable out of the school fund, for any other purpose than those provided by law. *Glidden v. Hopkins*, 47 Ill., 525.

There is no law authorizing school directors to draw funds from the hands of one treasurer, merely for the purpose of placing them in the hands of another, in order that the same may be more conveniently disbursed. I perceive no legal mode of escaping the inconvenience of complying with the statute, as it is plainly expressed, until the Legislature see fit to amend the same.

It is much to be regretted that a provision so greatly subserving the public convenience, should have been omitted in the revision—for it is well known that the committees intended to retain the clause—but the statute must be taken as it reads, and the inconvenience submitted to, until the provision is restored by the General Assembly.



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**TRANSACTIONS**

**OF THE**

**DEPARTMENT OF AGRICULTURE.**

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**JANUARY 1873.**

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# LIST OF COUNTIES

## COMPOSING THE CONGRESSIONAL DISTRICTS IN ILLINOIS.

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**FIRST DISTRICT**—The First, Second, Third, Fourth, Fifth, Sixth and Seventh Wards of the city of Chicago, the towns of Hyde Park, Lake, Lyons, Riverside, Lemont, Palos, Worth, Calumet, Orland, Bremen, Thornton, Rich and Bloom, in Cook county, and the county of DuPage.

**SECOND DISTRICT**—The Eighth, Ninth, Tenth, Eleventh, Twelfth, Thirteenth, Fourteenth and Fifteenth Wards of the city of Chicago

**THIRD DISTRICT**—The Sixteenth, Seventeenth, Eighteenth, Nineteenth and Twentieth Wards of the city of Chicago, the towns of Cicero, Proviso, Jefferson, Leyden, Lake View, Evanston, Niles, Maine, Elk Grove, Schaumburg, Hanover, Barrington, Palatine, Wheeling, Northfield and New Trier, in the county of Cook, and the county of Lake.

**FOURTH DISTRICT**—Kane, DeKalb, McHenry, Boone and Winnebago.

**FIFTH DISTRICT**—Stephenson, JoDavies, Carroll, Whiteside and Ogle.

**SIXTH DISTRICT**—Lee, Bureau, Putnam, Henry and Rock Island.

**SEVENTH DISTRICT**—LaSalle, Kendall, Grundy and Will.

**EIGHTH DISTRICT**—Kankakee, Iroquois, Ford, Livingston, Woodford and Marshall.

**NINTH DISTRICT**—Stark, Peoria, Knox and Fulton.

**TENTH DISTRICT**—Mercer, Henderson, Warren, Hancock, McDonough and Schuyler.

**ELEVENTH DISTRICT**—Adams, Brown, Pike, Calhoun, Greene and Jersey.

**TWELFTH DISTRICT**—Scott, Morgan, Cass, Menard, Sangamon and Christian.

**THIRTEENTH DISTRICT**—Mason, Tazewell, McLean, Logan and DeWitt.

**FOURTEENTH DISTRICT**—Macon, Platt, Champaign, Douglas, Coles and Vermilion.

**FIFTEENTH DISTRICT**—Edgar, Clark, Cumberland, Moultrie, Shelby, Effingham, Jasper, Crawford and Lawrence.

**SIXTEENTH DISTRICT**—Montgomery, Fayette, Bond, Clinton, Washington, Marion and Clay.

**SEVENTEENTH DISTRICT**—Macoupin, Madison, St. Clair and Monroe.

**EIGHTEENTH DISTRICT**—Randolph, Perry, Jackson, Union, Williamson, Johnson, Pope, Massac, Pulaski and Alexander.

**NINETEENTH DISTRICT**—Richland, Wayne, Edwards, Wabash, Jefferson, Franklin, Hamilton, White, Saline, Gallatin and Hardin.

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## NOTICE TO SECRETARIES OF COUNTY AGRICULTURAL BOARDS.

Secretaries of County and District Agricultural organizations are requested to forward samples from all premium grains shown at their fairs, to the Secretary of the State Board, at Springfield, for preservation in the Agricultural Museum. Such samples should be in quantities of not less than two pounds, and accompanied by the name and address of the party raising the same, and statement as to kind of soil and manner of cultivation.





## STATE BOARD OF AGRICULTURE, 1871—1872.

PRESIDENT.....	DAVID A. BROWN.....	Bates.
SECRETARY.....	A. M. GARLAND.....	Springfield.
TREASURER.....	JOHN W. BUNN.....	Springfield.
EX-PRESIDENT.....	WM. KILE.....	Paris.

### VICE-PRESIDENTS.

State at Large—	JOHN P. REYNOLDS.....	Chicago.	7th District—	J. R. SCOTT.....	Champaign.
1st District—	A. H. DOLTON.....	Dolton Station.	8th    "	S. D. FISHER.....	Atlanta.
2d    "	JAMES HERRINGTON.....	Geneva.	9th    "	D. W. VITNUM, Jr.....	Canton.
3d    "	C. H. ROSENSTIEL.....	Freeport.	10th   "	M. O. GOLTRA.....	Jacksonville.
4th   "	GEO. EDMUNDS, Jr.....	Sonora.	11th   "	C. W. WEBSTER.....	Benton.
5th   "	A. J. DUNLAP.....	Galesburg.	12th   "	D. B. GILLHAM.....	Alton.
6th   "	EMORY COBB.....	Kankakee.	13th   "	D. T. PARKER.....	Cairo.

## SUPERINTENDENTS OF DEPARTMENTS, 1872.

Class A—CATTLE.....	Mr. REYNOLDS.	
Class B—HORSES.....	Mr. COBB.	
Class C and E—SHEEP AND POULTRY.....	Mr. HERRINGTON.	
Class D—HOGS.....	Mr. VITNUM.	
Class F—MECHANICS {	Section 1, Inside of Hall.....	Mr. GOLTRA.
	Section 2, Outside of Hall.....	Mr. EDMUNDS.
Class G—FARM PRODUCTS.....	Mr. PARKER.	
Class H, I and L—HORTICULTURE, FINE ARTS, AND NATURAL HISTORY.....	Mr. DOLTON.	
Class K—TEXTILE FABRICS.....	Mr. WEBSTER.	
D. B. GILLHAM.....	General Superintendent of Grounds and Chief of Police.	
J. R. SCOTT.....	Marshal of the Ring.	
S. D. FISHER.....	Superintendent of Forage and Stalls.	
MESSES. BROWN, KILE AND WEBSTER.....	Reception Committee.	
MESSES. ROSENSTIEL and DUNLAP.....	Auditing Committee.	
(IN CHARGE OF TICKETS, GATES, PERMITS, AND GATE POLICE.)		
MESSES. BROWN, REYNOLDS, HERRINGTON, ROSENSTIEL, EDMUNDS, COBB and KILE.....	Committee of Arrangements.	
MESSES. HERRINGTON, VITNUM and FISHER.....	Committee to visit and report	

## MEMBERS ELECT OF STATE BOARD, 1873-'74.

PRESIDENT.....	JOHN P. REYNOLDS.....	Chicago
EX-PRESIDENT.....	D. A. BROWN.....	Bass
SECRETARY.....	A. M. GARLAND.....	Springfield
TREASURER.....	JOHN W. BUNN.....	Springfield

### VICE-PRESIDENTS.

1st District—LEWIS ELLSWORTH.....	Naperville.	11th District—K. K. JONES.....	Quincy
2d    "    H. D. EMERY.....	Chicago.	12th   "    M. C. GOLTRA.....	Jacksonville
3d    "    JONATHAN PERIAM.....	Chicago.	13th   "    S. D. FISHER.....	Alton
4th   "    JAMES HERRINGTON.....	Geneva.	14th   "    JOHN G. TAYLOR.....	Decatur
5th   "    C. H. ROSENSTIEL.....	Freeport.	15th   "    WILLIAM KILE.....	Peoria
6th   "    GEORGE W. STONE.....	Princeton.	16th   "    W. H. RUSSELL.....	Sanders
7th   "    CHARLES SNOAD.....	Joliet.	17th   "    D. B. GILLHAM.....	Alton
8th   "    EMORY COBB.....	Kankakee.	18th   "    D. T. PARKER.....	Clinton
9th   "    A. J. DUNLAP.....	Galesburg.	19th   "    JOHN LANDRIGAN.....	Alton
10th  "    SAMUEL DOUGLAS.....	Monmouth.		

## SUPERINTENDENTS OF DEPARTMENTS, 1873-'74.

Class A—CATTLE.....	Mr. COBB and Mr. RUSSELL
Class B—HORSES.....	Mr. HERRINGTON
Class C and E—SHEEP AND POULTRY.....	Mr. TAYLOR
Class D—SWINE.....	Mr. SNO
Class F—MECHANICS { Inside of Hall.....	Mr. GOLI
{ Outside of Hall.....	Mr. JOE
Class G—FARM PRODUCTS.....	Mr. PERI
Class H—HORTICULTURE.....	Mr. ELLSWO
Class I and L—FINE ARTS AND NATURAL HISTORY.....	Mr. STU
Class K—TEXTILE FABRICS.....	Mr. PAR
MR. LANDRIGAN.....	Marshal of
MR. GILLHAM.....	Superintendent of Gre
MR. FISHER.....	Superintendent of Forage and
MESSRS. REYNOLDS, BROWN, KILE and EMERY.....	Reception Commi
MESSRS. REYNOLDS, BROWN, GOLTRA, GILLHAM, JONES, DUNLAP, KILE, STONE ( and GARLAND.....	Committee on Arranges
MESSRS. ROSENSTIEL, DUNLAP and DOUGLASS.....	Auditing Comm
MESSRS. DUNLAP, PERIAM and EMERY.....	Committee to visit and report upon
MESSRS. REYNOLDS, BROWN and COBB.....	Committee on Pri

# AN ACT

## TO CREATE A DEPARTMENT OF AGRICULTURE IN THE STATE OF ILLINOIS.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly, That* there be and is hereby created and established a department in the State of Illinois, to be known and styled "The Department of Agriculture," the objects of which shall be the promotion of agriculture and horticulture, manufactures and domestic arts. The business of said department shall be conducted by a board, to be styled the "State Board of Agriculture," which shall consist of a President, as many Vice-Presidents as there are, or from time to time may be, congressional districts in this State, and the last ex-President of the State Board of Agriculture. Said President and Vice-Presidents shall hold their respective positions for two years, and until their successors are elected and qualified. The first Board of Agriculture under this act shall consist of the present President, Vice-Presidents, and the last ex-President of "The (present) Illinois State Agricultural Society," who shall hold their positions respectively until the second Monday of January, one thousand eight hundred and seventy-three. Said State Board of Agriculture shall have a Secretary and Treasurer, who shall not be members of the Board, and who shall hold their positions for the same time as the members of the Board. The Treasurer shall give bond as may be required by said Board. The Treasurer and Secretary of "The Illinois State Agricultural Society," at present, shall, respectively, be the Secretary and Treasurer of the State Board of Agriculture, and hold their positions the same time as members of the Board: *Provided*, that said Secretary of the State Agricultural Society, by virtue of his position, shall, until the second Monday of January, one thousand eight hundred and seventy-three, be a member of said Board.

§ 2. The State Board of Agriculture shall have the sole control of the affairs of the Department of Agriculture, of all State Fairs, and may make such by-laws, rules and regulations in relation to the Department of Agriculture, and the management of the business of such Department and State Fairs, and offering premiums, as a majority of said Board shall, from time to time, determine, not inconsistent with the constitution and laws of this State or of the United States; but this State shall, in no event, be liable for any premium offered or debt contracted by said Board of Agriculture.

§ 3. The State Board of Agriculture shall provide for the organization of County Agricultural Boards, to consist (in counties having but one agricultural organization, on the assent to the provisions of this act), of the directors or other managers of any legally organized Agricultural Society holding an annual fair, at which premiums to the amount of five hundred dollars are awarded; and in counties having more than one agricultural organization, such County Board shall consist of the various agricultural organizations, each represented therein, under such regulations as they may themselves, or if they fail in agreeing, the State Board of Agriculture shall prescribe; and said County Board shall report its proceedings to said State Board of Agriculture, annually, and shall be styled "The ——— County Agricultural Board."

§ 4. Whatever moneys shall, from time to time, be appropriated to the Department of Agriculture, shall be paid to said State Board of Agriculture, and may be expended by them as in the opinion of said Board will best advance the interests of agriculture and horticulture, manufactures and domestic arts, in this State: *Provided*, that when appropriations are made for the use of said State Board of Agriculture, that such appropriation shall provide for at least one hundred dollars annually, for the use of each County Agricultural Board, to be paid by said State Board of Agriculture to each County Board of Agriculture which shall have given satisfactory evidence to said State Board of having held an annual fair, and made their annual report to said State Board of Agriculture.

§ 5. The State Board of Agriculture shall keep an office, for the transaction of its business, at Springfield; and when the new State House is so far completed as to allow thereof, there shall be assigned to the Department of Agriculture suitable rooms therein, to be under the control of said Board.

§ 6. The State Board of Agriculture, in that name, and the several County Agricultural Boards, in their respective names, may contract and be contracted with, may purchase, hold, or sell property, and may sue or be sued in all courts or places; but this State shall never be liable for any debt or contract of any of said Boards.

§ 7. The State Board of Agriculture shall be elected every two years, on the first Wednesday of the annual State Fair, on the fair grounds, by delegates chosen by the several County Agricultural Boards, each County Board having three votes and no more. The President, Secretary and Treasurer of the State Board may reside anywhere in the State. The Vice-Presidents shall reside in the districts which they respectively represent. The first election of the State Board of Agriculture shall be held in the fall of one thousand eight hundred and seventy-two.

§ 8. The State Board of Agriculture shall make an annual report to the Governor of the transactions of the Department of Agriculture, which said report shall include a complete classified statement of all moneys received, and of all expenditures and expenses; and the Governor shall cause ten thousand copies of said report to be printed; one-half for the use of the Department of Agriculture, and the remainder for the use of the State and General Assembly.

§ 9. The State Board of Agriculture may, for cause, to be spread upon their journals, remove the Secretary or Treasurer, or expel a member, and may fill any vacancy arising from any cause.

APPROVED April 17, 1871.

## BY-LAWS OF STATE BOARD.

The following are the By-Laws passed by the State Board of Agriculture, providing for the formation and regulation of County Agricultural Boards:

\* \* \* \* \*

11. There shall be but one County Agricultural Board in each county.

12. In counties having no agricultural organization, any number of citizens, not less than ten, may organize a County Agricultural Board, by the election of a President, Secretary, Treasurer and a Board of not less than five directors, adopt the name of "The.....County Agricultural Board," and file with the Secretary of the State Board of Agriculture, and also with the Clerk of the Circuit Court of such county, a certificate of their organization.

13. In counties having but one agricultural organization, a County Agricultural Board may be organized on filing with the Secretary of the State Board of Agriculture, and the Clerk of the Circuit Court of the county, the assent of such agricultural organization to the provisions of "An act to create a Department of Agriculture in the State of Illinois," and adopting the name of "The.....County Agricultural Board."

14. Counties having more than one agricultural organization may organize a County Agricultural Board by agreement between said agricultural organizations, before the 1st day of June, 1873; but in case of failure to agree and organize such County Agricultural Board on or before that time, the County Agricultural Board may be organized by representatives chosen by the several agricultural organizations, in which each organization shall be entitled to three representatives; said representatives, when chosen, shall organize and elect three delegates to represent the said County Agricultural Board at the election of the State Board of Agriculture.

15. In counties having one or more agricultural organizations, and such organizations neglect or refuse to organize as provided in these by-laws, on or before the 15th day of August, 1873, then a County Agricultural Board may be organized under the provisions of Rule 12, relating to counties having no agricultural organization.

16. All County Agricultural Boards shall report their organization to the Secretary of the State Board of Agriculture before the 1st day of September next after their organization, or not be entitled to cast the vote of such County Agricultural Board at the next election of the State Board of Agriculture.

17. No society in a county having more than one agricultural organization shall be entitled to any of the benefits of the act creating a Department of Agriculture, unless they are represented in the County Agricultural Board,

18. No County Agricultural Board shall be entitled to be represented at an election of the State Board of Agriculture until they have held, or provided for holding an annual fair, and shall have, in good faith, offered or paid premiums amounting to at least five hundred dollars.

19. On or before 12 o'clock, noon, on the third day of the annual fair of the State Board of Agriculture, for the year 1872, and biennially thereafter, each County Agricultural Board shall report to the Secretary of the State Board of Agriculture, at the fair grounds, the names of the delegates from such County Agricultural Board entitled to vote at the election of the State Board of Agriculture; and the Secretary shall prepare and report to the meeting of delegates, immediately upon the same being called to order, and before any other business is done, the counties in which County Agricultural Boards have been organized and reported to him on or before the 1st day of September of that year, and also the names of the delegates reported to him as herein provided. The persons so reported as delegates, or their proxies, and no others, shall be entitled to vote at any election of the State Board of Agriculture.

20. Each County Agricultural Board shall report annually, through its Secretary, and shall forward such report to the Secretary of the State Board of Agriculture, on or before the 15th day of November. Such report should embrace—

I. Names and post office address of its President, Secretary, and other officers; the number of its members, the number of volumes in its library, and the cash value of property owned by the Board, including stock.

II. Such statement of its transactions for the preceding year as may be necessary to a correct appreciation of the means employed and results accomplished by such Board in promoting the agricultural and industrial interests of the region covered by its organization. This statement to include the amount offered as premiums at the last exhibition; the general character of such exhibition, with the number of entries in each department thereof, together with copies of such essays, statements and statistics collected, as may be deemed worthy of publication or notice in the annual report of the State Board of Agriculture. When two or more organizations are represented in a County Agricultural Board, then the report of such Board should embrace a separate report from each organization represented, covering the points heretofore mentioned.

III. Suggestions in regard to any subject it may be thought desirable to bring to the notice of the State Board of Agriculture, or, through said Board, to the people of the State, or to the General Assembly.

21. Wherever the word "Fair" occurs in these by-laws, it shall be held to mean a *bona fide* exhibition of the four principal classes of live stock, together with general agricultural and horticultural products and mechanical arts.

## ACKNOWLEDGMENT.

By courtesy of the publishers, the following publications have been regularly received, for the year 1872, and filed in the office of the State Board of Agriculture, at Springfield :

Name of Paper.	Where Published.	Name of Publisher.
Prairie Farmer.....	Chicago, Ill.....	Prairie Farmer Company.....
Western Rural.....	".....	H. N. F. Lewis.....
Young Folks' Rural.....	".....	H. N. F. Lewis.....
Western Farmer.....	Madison, Wis.....	Morrow Brothers.....
Country Gentleman.....	Albany, N. Y.....	L. Tucker & Sons.....
Rural Sun.....	Nashville, Tenn.....	Rural Sun Company.....
Daily State Register.....	Springfield, Ill.....	E. L. Merritt & Bro.....
Weekly Pantagraph.....	Bloomington, Ill.....	W. O. Davis.....
Farmers' Home Journal.....	Lexington, Ky.....	Duncan & Gibson.....
Sentinel.....	Centralia, Ill.....	Fletcher & Cooper.....
Gazette.....	Jonesboro, Ill.....	T. F. Bouton.....
Whig.....	Quincy, Ill.....	Whig Company.....
Weekly Tribune.....	Chicago, Ill.....	Tribune Company.....
Western Agriculturist.....	Quincy, Ill.....	T. Butterworth.....
Farmers' Advocate.....	Jackson, Tenn.....	Chas. W. Greene.....
Gazette.....	Corvallis, Oregon.....	Wm. B. Carter.....
National Live Stock Journal.....	Chicago, Ill.....	Geo. W. Rust & Co.....

# TREASURER'S REPORT.

ILLINOIS STATE BOARD OF AGRICULTURE.

*In account with JOHN W. BUNN, Treasurer.*

1872.		CR.		
January 5—	By balance		\$4,764	69
July 5—	By amount received from State		3,000	00
Aug. 20—	" at Ottawa Fair		20,652	75
Aug. 20—	" for rent of booths		650	00
Aug. 20—	" for permits		657	40
Aug. 20—	" for hay		19	45
Nov. 31—	" from Musical Union		14	55
			<b>\$29,758 84</b>	
1873.		DR.		
January 5—	expenses of Board at Winter Meeting		\$448	68
January 5—	traveling expenses of Board		820	10
January 5—	amount paid for agricultural papers		225	00
January 5—	postage		92	36
January 5—	printing		730	05
January 5—	stationery		118	35
January 5—	office expenses		144	36
January 5—	office furniture		100	00
January 5—	rent		250	00
January 5—	herd books		82	75
January 5—	express charges		126	10
January 5—	hotel expenses at Fair		494	00
January 5—	hay		579	81
January 5—	music		200	00
January 5—	ribbons		139	50
January 5—	livery		207	00
January 5—	assistant superintendents		391	60
January 5—	clerks for secretary		293	90
January 5—	treasurer		209	75
January 5—	gate-keepers		398	00
January 5—	police		604	60
January 5—	blankets		252	00
January 5—	lumber and labor on grounds		278	48
January 5—	sprinkling		50	00
January 5—	sundry expenses at Fair		44	04
January 5—	expenses in suit with Adams County Agricultural Society		100	00
January 5—	Secretary's salary		2,000	00
January 5—	Treasurer's salary		500	00
January 5—	premiums		10,750	44
January 5—	balance		9,127	97
			<b>\$29,758 84</b>	

ESGFIELD, January 9, 1873.

JOHN W. BUNN, *Treasurer.*



# REPORT.

*To the Governor :*

SIR: In conformity to section eight of "An act to create a Department of Agriculture in Illinois," we have the honor to hand you herewith a report of the transactions of said department for the year 1872, together with such reports of county agricultural boards and other documents as are necessary to a correct appreciation of the means employed and results accomplished by the State Board of Agriculture in its efforts to advance the agricultural and industrial interests of the State.

The adoption of the law above referred to rendered necessary some changes in the organization of county societies. We are gratified at being able to state that these have been effected in nearly all the counties at the date of this report, and there is good reason to believe that during the year 1873, just entered upon, an agricultural board will be established in most of those counties not now working under the law of April 17, 1871.

The names of counties conforming, the date of action, and the date of the receipt of certificate thereof at the office of the State Board, are :

County.	Date of acceptance of act of April 17, 1871.	Date of receipt of notice by State Board of Agr'e.
Adams	May 20, 1872	May 21, 1872
Boone	March 16, 1872	July 8, 1872
Bureau	June 8, 1872	June 13, 1872
Carroll	September 15, 1871	July 11, 1872
Cass	April 20, 1872	April 23, 1872
Champaign	August 17, 1872	August 29, 1872
Christian	March 5, 1872	March 18, 1872
Clark	June 1, 1872	July 15, 1872
Clay	May 4, 1872	May 31, 1872
Coles	April 29, 1872	May 1, 1872
Cook	August 10, 1872	August 15, 1872
DeKalb	March 1, 1872	May 29, 1872
DeWitt	June 10, 1872	June 11, 1872
Douglas	August 26, 1872	August 30, 1872
DuPage	February 10, 1872	April 30, 1872
Edgar	February 12, 1872	February 29, 1872
Edwards	August 24, 1872	August 28, 1872
Effingham	December 10, 1872	December 14, 1872
Fayette	April 6, 1872	July 26, 1872
Ford	April 6, 1872	July 9, 1872
Franklin	March 21, 1872	June 29, 1872
Fulton	July 6, 1872	August 17, 1872
Greene	July 26, 1872	July 31, 1872
Grundy	July 6, 1872	July 10, 1872

County.	Date of acceptance of act of April 17, 1871.	Date of receipt of notice by State Board of Agr'e.
cock	February 22, 1872	June 20, 1872
derdon	July 15, 1872	July 19, 1872
ry	March 11, 1872	March 29, 1872
nos	June 6, 1872	June 22, 1872
er	April 6, 1872	April 11, 1872
mon	May 25, 1872	October 19, 1872
ry	May 18, 1872	June 14, 1872
avies	May 23, 1872	May 25, 1872
s	February 19, 1872	June 3, 1872
lakee	January 27, 1872	March 16, 1872
fall	August 10, 1872	October 18, 1872
t	January 31, 1872	May 3, 1872
l	June 10, 1872	August 7, 1872
ile	March 14, 1872	March 18, 1872
rence	May 25, 1872	October 10, 1872
agton	January 27, 1872	February 8, 1872
n	During fair of 1872	October 31, 1872
m	July 1, 1872	July 9, 1872
m	July 27, 1872	August 8, 1872
upin	March 16, 1872	May 23, 1872
hon	January 3, 1872	January 5, 1872
on	October 12, 1872	October 17, 1872
hall	August 14, 1872	August 19, 1872
m	March 15, 1872	March 25, 1872
no	August 31, 1872	September 5, 1872
onough	March 11, 1872	March 15, 1872
erry	February 24, 1872	March 18, 1872
can	July 10, 1872	July 22, 1872
ard	January 13, 1872	July 2, 1872
roe	August 14, 1872	August 16, 1872
gomery	March 6, 1872	May 20, 1872
an	March 30, 1872	June 25, 1872
lie	March 2, 1872	March 6, 1872
	September 7, 1872	October 23, 1872
s	July 19, 1872	September 15, 1872
f	October 21, 1872	October 23, 1872
	August 29, 1872	August 31, 1872
on	August 6, 1872	August 14, 1872
land	October 26, 1872	October 31, 1872
Island	July 5, 1872	July 16, 1872
mon	January, 1872	January, 1872
lier	March 2, 1872	April 5, 1872
y	April 13, 1872	April 17, 1872
	April 13, 1872	July 23, 1872
erson	March 1, 1872	March 23, 1872
well	August 22, 1872	August 31, 1872
r	August 3, 1872	August 7, 1872
lion	June 1, 1872	June 25, 1872
ah	June 8, 1872	July 5, 1872
re	June 1, 1872	July 25, 1872
se	September 2, 1872	September 5, 1872
stide	April 9, 1872	May 9, 1872
	January 24, 25, 26, 1872	February 22, 1872
erson	April 27, 1872	May 7, 1872
ebago	No date given	September 6, 1872
ford	March 12, 1872	April 20, 1872

the State and local fairs for the year just closed have shown a very satisfactory increase of interest in improved live stock, and new names constantly being added to the already large list of exhibitors, leaving no reason to doubt that Illinois will long maintain her proud position as the leading stock-growing State of the Union. An unparalleled crop of corn and other standard crops has rewarded the enlightened industry of her farmers, and burdened orchards and vineyards have repaid well-directed labors of the horticulturist.

Some loss and great inconvenience resulted, late in the year, from the general prevalence of an epizootic among the horses of the State. The results were few, compared with the number of animals affected—

the principal damage resulting from a derangement in such departments of business as depended upon the labor of horses for their prosecution. With this exception, the live stock of the State have been unusually healthy, and a fair enumeration would show a very satisfactory increase in numbers.

In this connection we reiterate our suggestion of a year ago, in favor of legislation to secure an annual census of the agricultural and other productions of the State. Great loss results to many who are little able to bear it, from lack of information, that might be collected and disseminated without adding much to the labors of certain officers, and at an unappreciable cost to the State. Much valuable information can be obtained through the co-operation of the several county agricultural boards; but the assistance of law and the public treasury is necessary to the accomplishment of the most beneficial results. Information might be collected through assessors, constables, and other town and county officers, without interfering with their other duties. If some addition to the labors to be performed by the recipients of county offices should have the effect of lessening the number of professional office seekers, and fill such places of trust with men who are willing to do more work for the same pay, we recognize in such fact additional reason for adopting the legislation indicated.

The heavy burdens imposed upon the producers of the State by the railroad, and other interests wherein large amounts of capital at the disposal of a few men can be rapidly consolidated to the public injury, has begun to awaken attention in the direction of legislation for the defense of the people against the impositions and extortions of aggregated capital. Associations of farmers have been forming in all portions of the State, and judging from the earnestness of those composing the membership, their influence may be looked for in legislation and at the polls. At the date of this report, a State convention has just adjourned from Bloomington, which, for numbers and intelligence of delegates, was the equal of any similar gathering ever held in the State. A full report of its proceedings is submitted herewith, as a part of this report.

There has been no such general observance of the provisions of the law for the extermination of Canada thistles as was hoped for. But six counties in the State have sent reports to the office of this Board, and none of these embrace information from the whole county, though Canada thistles are known to be growing at certain points, in at least one-fourth of the counties of the State. It is hoped that our legislators will recognize the necessity for some more stringent law, as a protection for the rich fields of our State against the inroads of this pest.

hanks are due to the authors of several able papers, herewith submitted, furnished upon subjects outside of the list for which premiums are offered.

Submitted on behalf of the State Board of Agriculture.

With high regard, sir, I am,

Very truly, yours,

A. M. GARLAND,  
*Secretary.*



## PROCEEDINGS OF STATE BOARD OF AGRICULTURE.

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### STATE AGRICULTURAL ROOMS, . SPRINGFIELD, Jan. 2, 1872.

The Executive Committee met in regular annual session.

*Present:* Pres't Brown, Ex-President Kile, Vice-Presidents Herrington, Dunlap, Fisher, Goltra, Gillham and Parker, and Secretary Garland.

The minutes of meeting held at Du Quoin were read and approved.

The Committee appointed to look after the interests of the State Agricultural Society, in the suit of General J. W. Singleton, reported that "no declaration" was filed by said Singleton, at last term of Adams County Circuit Court. Committee was continued.

The following communication from the honorable Commissioner of Agriculture, was read, and laid over for further consideration by Executive Committee :

DEPARTMENT OF AGRICULTURE,  
WASHINGTON, D. C., Dec. 20, 1871.

A. M. GARLAND, *Springfield, Ill.:*

SIR—By the act of the 2d July, 1862, Congress donated to the several States a portion of public lands, in the ratio of their population, for the purpose of establishing Agricultural Colleges, thereby evincing a purpose to promote that great interest through the instrumentality of the respective States. A correspondence and consultation between friends of these interests, have led to the conclusion that a convention of delegates representing them, for the purpose of conferring upon subjects of mutual interest, would promote the good of all. It has been suggested that I take the responsibility of initiating such a meeting. I therefore propose that each Agricultural College, State Agricultural Society, State Horticultural Society, and State Board of Agriculture, depute two delegates, to meet in convention, at the City of Washington, on Thursday, the 15th of February next, to take such action regarding the interests of Agriculture as they shall deem expedient,

I am, very respectfully,

FREDERICK WATTS, *Commissioner.*

The President called attention to the necessity for re-organization as a State Board of Agriculture, under the law creating a Department of Agriculture in this State.

On motion of Mr. Gillham, a Committee of five was appointed to prepare a code of by-laws for use of State Board of Agriculture, and for formation of County Agricultural Boards.

Messrs. Gillham, Herrington, Fisher, Kile and Garland, were appointed a Committee to prepare said by-laws.

On motion of Dr. Kile, President Brown was added to the Committee.

On motion of Mr. Goltra,

Adjourned to 9 o'clock P. M., to-morrow.

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SPRINGFIELD, January 3, 1872—9 A. M.

The Committee met. *Present*—President Brown, Ex-President Kile, Vice-Presidents Edmunds, Reynolds, Dalton; Herrington, Dudlap, Cobb, Fisher, Goltra, Gillham, Parker, and Secretary Garland.

On motion of Mr. Gillham, the location of the Fair for 1872 was made the special order for Thursday morning, January 4, at 9 o'clock.

On motion of Dr. Kile, the correspondence with Du Quoin District Fair Association in reference to release from obligation to furnish accommodation for State Fair for 1872, was taken up.

On motion of Mr. Gillham, the report of Secretary as to the arrangement arrived at with the Du Quoin authorities, was received, and adopted as the action of this Board.

Mr. Gillham asked to have read the report of the Legislative Committee on Public Buildings and Grounds; and called up question of quarters for the accommodation of the Department of Agriculture in the new State House.

On motion of Mr. Cobb, the President, Secretary, and Mr. Gillham, were appointed a Committee to select and secure suitable rooms in the new State House.

On motion of Mr. Gillham, Mr. Cobb was added to said Committee.

On motion of Mr. Goltra,

Adjourned to 2 o'clock P. M., this day.

#### AFTERNOON SESSION.

The Committee met, pursuant to adjournment—present as in the forenoon.

Mr. Gillham, from Special Committee on By-Laws, reported in writing.

On motion of Mr. Edmunds, the report was received, and Committee discharged.

On further motion of Mr. Edmunds, went into Committee of the Whole for consideration of code of by-laws, as reported from the Special Committee—Mr. Dolton in the chair.

After some time spent in consideration, during which debate was participated in by Messrs. Edmunds, Herrington, Rosenstiel, Gillham, Brown, Reynolds, Fisher and Cobb,

On motion of Mr. Gillham, the Committee rose, reported a code of by-laws back to the Board, and recommended their adoption, and asked to be discharged from further consideration of the subject.

Mr. Dolton moved the adoption of the by-laws as reported from the Committee of the Whole, excepting the two last sections.

On motion of Mr. Gillham, the motion of Mr. Dolton was so amended as to allow the several sections to be taken up *seriatim*, for consideration; following which course the several sections were read separately, and adopted.

On motion of Mr. Edmunds, Mr. Reynolds was appointed a committee to draft an additional section, specifying a form for report of County Agricultural Boards.

On motion of Mr. Gillham,

Awards in miscellaneous list at Fair of 1871, were taken up.

Mr. Reynolds moved that miscellaneous list be referred to the Superintendents of the respective classes; which motion was,

On motion of Mr. Goltra,

Laid on the table.

Awards of medals and certificates of commendation were made, as noted in entry books, and hereinafter appended to published list.

On motion of Mr. Gillham,

Adjourned to 7½ o'clock P. M.

#### EVENING SESSION.

Board met, pursuant to adjournment.

On motion of Mr. Goltra,

The consideration of essays competing for premiums offered by the State Agricultural Society, was taken up.

On motion of Mr. Gillham.

Three committees, of three each, were appointed to consider and report upon essays.

President appointed committees, and referred essays, as follows:

Messrs. Gillham, Fisher and Dolton, to consider essays on "Landscape Gardening."

Messrs. Rosenstiel, Dunlap and Parker, essays on "Fruit Culture," and "Planting and Culture of Forest Trees."

Messrs. Goltra, Garland and Kile, essays on "Seed Growing," and "Cultivation and Preparation of Flax."



The communication from the Honorable Commissioner of Agriculture coming up,

On motion of Mr. Kile,

It was decided to send two delegates from the Illinois State Board of Agriculture to the proposed Convention.

Mr. Reynolds was nominated as a delegate, by Mr. Goltra.

Mr. Edmunds was nominated as a delegate, by Mr. Rosenstiel.

The nominations were ratified by the Board, and Messrs. John P. Reynolds, of the State-at-Large, and George Edmunds, Jr., of the 4th District, were chosen as delegates.

On motion of Mr. Gillham,

Board adjourned to 9 o'clock A. M. to-morrow.

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SPRINGFIELD, January 3, 1872—9 A. M.

Board met, pursuant to adjournment.

*Present*: President Brown, Ex-President Kile, Vice-Presidents Herrington, Dunlap, Fisher, Goltra, Gillham, Webster and Parker, and Secretary Garland.

On motion of Mr. Edmunds,

Reading of the minutes of yesterday's meeting was dispensed with.

The special order, which was the consideration of propositions for location of the State Fair for 1872, coming up,

Proposals were read from Decatur, Princeton, Ottawa and Springfield.

Representatives from competing localities were invited to address the Board, which was responded to by Mr. Pickrell, on behalf of Decatur; Messrs. Baldwin and Lewis, on behalf of Ottawa; Mr. Whiting, on behalf of Princeton; and Messrs. McConnell, Pirkins and Conkling, on behalf of Springfield.

Whereupon, visitors were requested to withdraw while the Board considered the propositions before it.

On motion of Mr. Edmunds,

Board proceeded to a vote on the question of location, with the following result:

#### FIRST VOTE.

For Decatur—Mr. Kile—1 vote.

For Ottawa—Messrs. Reynolds, Dolton, Herrington, Rosenstiel, Dunlap, Cobb, Gillham—7 votes.

For Springfield—Messrs. Edmunds, Fisher, Goltra, Webster, Parker, Brown, Garland—7 votes.

Resulting in no choice; whereupon the Board proceeded to a

#### SECOND VOTE.

For Ottawa—Messrs. Reynolds, Dolton, Herrington, Rosenstiel, Dunlap, Cobb, Gillham—7 votes.

For Springfield—Messrs. Kile, Edmunds, Fisher, Goltra, Webster, Parker, Brown, Garland—8 votes.

On motion of Mr. Gillham,

The vote was reconsidered; whereupon the Board proceeded to take the

#### THIRD VOTE.

For Ottawa—Messrs. Reynolds, Dolton, Herrington, Rosenstiel, Dunlap, Cobb, Fisher, Gillham, Parker, Brown—10 votes.

For Springfield—Messrs. Kile, Edmunds, Goltra, Garland—4 votes.

For Decatur—Mr. Webster—1 vote.

On motion of Mr. Goltra,

The vote in favor of the location of the State Fair for 1872, at Ottawa, was made unanimous.

On motion of Mr. Goltra,

Board adjourned to 2 o'clock P. M.

#### AFTERNOON SESSION.

Board met, pursuant to adjournment.

On motion of Mr. Gillham,

Resolution passed at Winter Meeting, 1871, fixing time for holding the State Fair upon the last week in September, was rescinded.

On motion of Mr. Dolton,

*Resolved*, That the State Fair for 1872 shall open September 16, and continue through the week.

On motion of Mr. Goltra,

The President, Secretary and Mr. Reynolds were appointed a Committee to arrange for a die for medals, to replace the one destroyed by fire in Chicago; also to design and procure a seal for the State Board of Agriculture.

On motion of Mr. Gillham,

Board went into Committee of the Whole, for consideration of the Premium List. Mr. Gillham in the chair.

After some time spent in perfecting the Premium List, the Committee rose, reported progress, and asked leave to sit again, and such permission was granted.

Adjourned to 7 o'clock P. M.

## EVENING SESSION.

Board met, pursuant to adjournment.

The petition of W. M. Taylor and others, in reference to a change of Superintendent for Class B—Horses—was read, and,

On motion of Mr. Reynolds,

*Resolved*, That the petition of W. M. Taylor and others, under consideration, asking for a change in the superintendency of Class B, does not suggest the slightest reason for such change, and that this Board has no knowledge whatever of any facts that justify a want of confidence in the efficient and judicious administration of that department by the present Superintendent.

The Board then proceeded to the inspection of the Fruits, Wines and Vinegars entered for competition, and made awards as follows :

## WINES.

Best sample of Catawba wine, vintage of 1870 :	
G. Morlot, Basco .....	Silver medal.
Best sample of Concord wine, vintage of 1870 :	
G. Morlot, Basco .....	Silver medal.
Best sample of Clinton wine, vintage of 1871 :	
G. Morlot, Basco .....	Silver medal.
Best sample of Herbemont wine, vintage of 1871 :	
G. Morlot, Basco .....	Silver medal.
Best sample of Norton wine :	
H. Funk, Bloomington .....	Silver medal.

## CIDER.

Best sample of Cider :	
G. H. Hilliard, Brighton .....	Silver medal.

The entries of Apples and Pears were referred to a special committee of three, with orders to report to-morrow morning.

Adjourned to 9 o'clock A. M. to-morrow.

SPRINGFIELD, January 5, 1872—9 A. M.

Board met, pursuant to adjournment.

*Present* : President Brown, Ex-President Kile, Vice-Presidents Reynolds, Dolton, Herrington, Rosenstiel, Edmunds, Dunlap, Cobb, Fisher, Goltra, Gillham, Webster, and Parker, and Secretary Garland.

Board then proceeded to consider the awards upon Fruits, left over from last evening.

The Special Committee reported, and the report was adopted, as follows :

Under the rule requiring all products of the soil to be entered in the name of the producer, the Adams County Horticultural Society, not having produced the fruit exhibited, cannot be allowed to compete for the premium. The first premium for the best six varieties of Apples is awarded to Seneca Woods. Also, first premium for best six varieties of Winter Pears to the same party.

The Committee recommend that a silver medal be awarded to the Adams County Horticultural Society for the display of Apples made by its Secretary.

Board again went into Committee of the Whole for the consideration of the Premium List—Mr. Reynolds in the chair.

At 12 o'clock the Committee rose, reported progress, and asked leave to sit again; and leave was granted.

Adjourned to 2 o'clock P. M.

#### AFTERNOON SESSION.

Board met, pursuant to adjournment.

Reports of the Special Committees on Essays were received, and premiums awarded, as follows:

"Manufactures in Illinois," to James T. Dwyer, Springfield.....	\$25 00
"Manufacture of Soap," to James T. Dwyer, Springfield.....	20 00
"Cultivation and Preparation of Flax," to James A. McConnell, Springfield.....	25 00
"Landscape Gardening," to W. C. Flagg, Moro.....	25 00
"Preparation and Cultivation of a Fruit Farm," to W. C. Flagg, Moro.....	25 00
"Preparation and Cultivation of Vegetable Garden Seeds," to J. B. Root, Rockford.....	25 00
"Planting and Cultivation of Forest Trees," to H. J. Dunlap, Champaign.....	25 00

On motion of Mr. Gillham,

The President, Secretary and Mr. Rosenstiel were appointed a Committee to furnish a premium list for Essays to be read at the Winter Meeting of 1873, with instructions not to exceed in the aggregate the amount of money heretofore offered.

The Secretary called up the communication from the Springfield Board of Trade, in reference to furniture by it leased to the State Board of Agriculture.

On motion of Mr. Goltra,

The President, Secretary and Mr. Gillham were appointed a Committee to take charge of the matter, with full power to act for the State Board in the premises.

On motion of Mr. Kile,

*Resolved*, That the sum of \$15 be appropriated to each member of the Board for Agricultural periodicals for the year 1873.

On motion of Mr. Goltra,

Board went into Committee of the Whole on the Premium List.

After some time spent therein, the Committee rose, reported back the Premium List, and asked to be discharged from its further consideration.

The Premium List, as reported from the Committee of the Whole, was adopted, and ordered printed.

The Treasurer submitted his report for 1871, which was received and referred to the Auditing Committee for examination.

On motion of Mr. Edmunds,

*Resolved*, That a field trial of exhibited plows, cultivators, graders, ditchers and corn harvesters be held near the Fair Grounds, on Tuesday, the second day of the Fair.

On motion of Mr. Kile,

The Board adjourned to 7 o'clock P. M.

## EVENING SESSION.

Board met, pursuant to adjournment.

The President announced the Committee of Arrangements, as follows :

Messrs. Cobb, Reynolds, Herrington, Goltra, Rosenstiel, and Kile.

By vote of the Board, the President (Mr. Brown) was added to the Committee.

On motion of Mr. Gillham,

The following preamble and resolution were adopted.

WHEREAS, it is made the duty of Awarding Committees to exercise great care in making their awards upon thoroughbred animals, that such animals be of undoubted pedigree; and whereas, the Department of Agriculture is not in possession of the Herd Books of the different breeds of Cattle, or stud books for Horses, for reference in case of doubt in the premises; therefore

Resolved, That the Secretary be requested, and is hereby authorized, to procure, by purchase or otherwise, full and complete sets of the different Herd Books for Cattle, and of the American Stud Book.

On motion of Mr. Gillham,

A Committee of three was appointed to draft resolutions of respect to the memory of Hon. S. B. Chandler, late a member of this Board.

President appointed Messrs. Gillham, Reynolds and Webster said Committee.

On motion of Mr. Gillham,

Class "M"—"Lady Equestrianism," was reinstated in the Premium List, and premiums fixed, as follows: 1st premium, \$30; 2d premium, \$20; 3d premium, \$10. Committee to be appointed on the Grounds, by the Superintendent of Class B.

Mr. Reynolds, from Special Committee, presented the following report, which was unanimously adopted:

The Committee who were charged with the sad duty of preparing resolutions expressive of the sorrow felt by the members of this Board, in view of the decease of Hon. Samuel B. Chandler, beg leave to report as follows:

WHEREAS, it has come to our knowledge that Hon. Samuel B. Chandler, of St. Clair county, late an honored member of this Board, has passed from among us by death; therefore,

Resolved, That we hereby place on the records of the Board the permanent evidence of our high appreciation of the purity of his character, of his earnest devotion to the public welfare, and of his many qualities of head and heart, which endeared him to those who were so fortunate as to be associated with him as fellow members of the Board. In sincerity of purpose, in kindness of heart, and in all that constitutes the highest type of friend and gentleman, he had few equals and no superior.

Resolved, That we hereby tender the immediate family and relatives of the deceased, our heartfelt sympathy in their affliction.

Resolved, That the Secretary be instructed to transmit to the widow of deceased a copy of this report.

D. B. GILLHAM,

C. W. WEBSTER,

JNO. P. REYNOLDS,

Committee.

Adjourned to 9 A. M., to-morrow.

SPRINGFIELD, January 6, 1873—9 A. M.

Board met, pursuant to adjournment.

President Brown in the chair.

*Present*: Vice-Presidents Dolton, Herrington, Rosenstiel, Dunlap, Cobb, Fisher, Webster, Gillham, Parker, and Secretary Garland.

The Auditing Committee presented the following report, which was adopted:

We, your Committee, appointed to examine the books, vouchers and report of the Treasurer of this Board, beg leave to report that we have attended to that duty, and find the report of the Treasurer correct.

C. H. ROSENSTIEL,

A. J. DUNLAP,

*\* Auditing Committee.*

The Committee to visit and report on Farms, reported as follows:

Your Committee to visit Farms, under the impression (given at the last Winter meeting) that the labors of the Committee in such examinations would not be required until 1872; and not having been notified that an examination was to be made, (except that the notice was, as we supposed, erroneously published in the Premium List for 1871) we give these explanatory reasons why we do not report as contemplated in the Catalogue of 1871.

JAMES HERRINGTON,

S. D. FISHER,

*Committee.*

Report received and adopted, and matter laid over till the next annual meeting of the Board.

On motion of Mr. Webster,

The Auditing Committee was empowered to procure tickets and other printing pertaining to the duties of their office.

The request of Mr. James A. Perry, to be allowed to offer special premiums on Colts sired by the stallions "Mastodon" and "Duke d' Chartres" was read, and,

On motion of Mr. Parker,

Laid on the table.

On motion of Mr. Gillham,

Board adjourned, *sine die*.

D. A. BROWN,

*President.*

A. M. GARLAND,  
*Secretary.*

CLIFTON HOUSE, OTTAWA, *Sept. 17—7 o'clock P. M.*

Board met on call of the President.

Superintendents of Cattle and Horses reported, showing that business was completed according to programme for second day.

Mr. Herrington reported 497 sheep in the pens, and more pens would be required.

Mr. Edmunds reported field implements somewhat behind in arrangement, on account of delays of trains.

On motion of Mr. Edmunds,

Ordered that announcement be made that implement trial in trashy ground be held on Friday, and that parties be furnished with return checks when passing out the gates.

Mr. Dolton reported that there would not be room sufficient for all articles that were expected in Class H.

Mr. Webster reported Class K well filled and ready for visitors.

Mr. Gillham, General Superintendent, stated that stalls would need to be built for any additional stock that comes upon the grounds. Arrangements for supplying water at different points were about completed.

Mr. Vittum reported the hog pens all filled and additional ones needed—with three car loads of hogs to be here to-morrow.

Mr. Edmunds called attention to the necessity of permits to pass the gates, for the accommodation of exhibitors.

Mr. Dolton moved that the superintendents of the several departments be authorized to issue passes to all exhibitors who may purchase tickets for every day of the Fair.

On motion of Mr. Herrington,

The motion of Mr. Dolton was laid on the table.

Mr. Herrington offered the following, which was adopted :

WHEREAS, The meals furnished at the eating house on the Fair Grounds are entirely unsatisfactory to the public, and not such as contemplated by the contract; therefore,

*Resolved*, That the General Superintendent be authorized to take such measures in the premises as may be necessary to correct the evil complained of, and to protect the public against imposition.

On motion of Mr. Kile,

Adjourned to meet on call of President Brown.

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FAIR GROUNDS, OTTAWA, *Sept. 18, 1872.*

At 2 o'clock P. M., pursuant to law and public notice, the Convention of Delegates from County Agricultural Boards met for the election of members of the State Board of Agriculture for the years 1873 and 1874, at the Secretary's office, on the Fair Grounds.

The meeting was called to order by President D. A. Brown.

On motion of Mr. Flagg,

The Chair appointed the following Committee on Credentials :

Messrs. W. C. Flagg, of Madison ; A. M. Herrington, of Kane ; Stephen Dunlap, of Morgan ; George W. Stone, of Bureau, and T. S. Benton, of Union.

After examination of credentials, the Committee reported as follows :

#### REPORT OF COMMITTEE ON CREDENTIALS.

The Committee on Credentials respectfully report : That they find the County Agricultural Boards of Adams, Boone, Bureau, Carroll, Champaign, Christian, DeKalb, DeWitt, DuPage, Edgar, Edwards, Franklin, Fulton, Grundy, Hancock, Henderson, Henry, Iroquois, Jefferson, Jersey, Jo Daviess, Kane, Kankakee, Kendall, Knox, Lake, LaSalle, Lee, Logan, Macon, Madison, Marshall, McHenry, McLean, Menard, Mercer, Montgomery, Morgan, Peoria, Putnam, Rock Island, Stark, Stephenson, Tazewell, Union, Wabash, Warren, Whiteside, Will, Winnebago and Woodford, or fifty counties, properly represented by delegates without contest.

Two organizations from the county of Ford claimed representation. Your Committee decide that the older organization, located at Paxton, is entitled, under the law, and the by-laws of the Board of Agriculture, to the delegation.

Representatives of two agricultural organizations of Cook county are present, but do not claim, nor are they entitled to representation, as they have organized a County Board.

In the counties of Lawrence and Livingston County Boards have been organized, but they have not duly reported to the Secretary of the State Board of Agriculture as prescribed by its by-laws, and are not entitled to representation.

All of which is respectfully submitted.

W. C. FLAGG,  
A. M. HERRINGTON,  
STEPHEN DUNLAP,  
CHAS. F. BONTIN,  
GEO. W. STONE,  
*Committee on Credentials.*

The report of the Committee was adopted.

The following is the list of delegates :

Adams County Board.....	K. K. Jones, W. D. Perry, T. Butterworth.
Boone " .....	W. H. Munn, Rob't Williams, I. V. Draper.
Bureau " .....	Jos. Morrison, J. H. Elliott, Geo. W. Stone.
Carroll " .....	John R. Shelby, S. T. Estabrook, Sam'l Preston.
Champaign " .....	H. J. Dunlap, Wiley J. Buckles, M. L. Dunlap.
Christian " .....	James M. Simpson.
DeKalb " .....	Samuel Allen, W. L. T. Jones, Ezekiel Nobles.
DeWitt " .....	John A. Pharis.
DuPage " .....	Lewis Ellsworth, A. Kershaw, Daniel Dunham.
Edgar " .....	William Kile.
Edwards " .....	Philander Gould.
Ford " .....	Calvin H. Frew.
Franklin " .....	Carroll Moore, Fayette Ray, B. E. Webster.
Fulton " .....	C. T. Heald, S. P. Cummings.
Grundy " .....	Aaron Harford, Seneca Tupper, Otis Baker.
Hancock " .....	J. F. Cherry, W. C. Williams, H. C. Hooker.
Henderson " .....	Andrew McDougal.
Henry " .....	Royce Allen, Austin Sykes, P. H. Beveridge.
Iroquois " .....	Isaac W. Wilson, W. H. Mann.
Jefferson " .....	John McConnell.
Jersey " .....	David E. Beatty, John W. Phillips, L. L. Kirby.
Jo Daviess " .....	Ralph S. Morris, Richard Barrett.
Kane " .....	A. M. Herrington, Geo. W. Runwick, P. J. Burchall.
Kankakee " .....	Dan. C. Taylor, Chas. B. Foster, H. B. Shoeman.
Kendall " .....	G. M. Hollenback, J. A. Godard, Dewitt C. Beck.



Knox County Board	A. N. Phelps, Ransom Babcock, R. H. Avery.
LaSalle	G. W. Armstrong, J. R. Shaver, C. H. Green.
Lee	Charles Gardner, Abijah Powers, H. J. Noble.
Logan	John H. Ball.
Macon	J. H. Pickrell, J. C. Lake, Jno. G. Taylor.
Madison	W. C. Flagg, D. B. Gillham, J. C. Moore.
Marshall	Geo. Whitman, Geo. Moulton.
McHenry	J. S. Rogers.
McLean	John Kelley.
Menard	J. G. Strodtman, J. W. Judy, H. H. Marbold.
Mercer	Graham Lee.
Montgomery	Wm. A. Young, P. B. Opdyke, W. H. Brewer.
Morgan	John Potts, Peter Roberts, Stephen Dunlap.
Peoria	P. O. Warner, Jacob Littleton, O. C. Paruly.
Putnam	Joel Hopkins, Jas. E. Blake, John Swaney.
Rock Island	Geo. M. Dixon, C. Laughlin, S. F. Hartman.
Sangamon	Geo. M. Caldwell, Benj. Brown, N. Diefelbus.
Schuyler	John C. Scrips, L. D. Erwin, P. H. Walker.
Stark	Andrew Oliver, H. M. Hall, Henry Colwell.
Stephenson	L. K. Scofield, J. M. Bechtel, J. S. Taggart.
Tazewell	Jas. W. Robinson.
Union	Thos. F. Bouton.
Wabash	S. Seilor, Jeremiah Fox, Daniel E. Turner.
Warren	Samuel Douglass, John B. Meginnis.
Whiteside	John F. Coe, Ralph Sage.
Will	L. E. Dillman, W. T. Nelson, W. E. Henry.
Winnebago	S. M. Church, G. H. Massiner, Geo. S. Haskel.
Woodford	Jas. Piper, M. W. Wilson, Jas. A. Hammers.

On motion of Mr. Dunlap, of Champaign, delegates from counties not fully represented were allowed to cast the full vote to which their boards were entitled.

The Convention then proceeded to the election of officers, with following result:

President	JOHN P. REYNOLDS	Cook Co.
Vice-Presidents—1st District	LEWIS ELLSWORTH	DuPage Co.
" " 2d "	H. D. EMERY	Cook Co.
" " 3d "	JONATHAN PERIAM	Cook Co.
" " 4th "	JAMES HERRINGTON	Kane Co.
" " 5th "	C. H. ROSENSTEIL	Stephenson Co.
" " 6th "	GEORGE W. STONE	Bureau Co.
" " 7th "	CHARLES SNOAD	Will Co.
" " 8th "	EMORY COBB	Kankakee Co.
" " 9th "	A. J. DUNLAP	Knox Co.
" " 10th "	SAMUEL DOUGLASS	Warren Co.
" " 11th "	K. K. JONES	Adams Co.
" " 12th "	M. C. GOLTRA	Morgan Co.
" " 13th "	S. D. FISHER	Logan Co.
" " 14th "	JOHN G. TAYLOR	Macon Co.
" " 15th "	WILLIAM KILE	Edgar Co.
" " 16th "	W. H. RUSSELL	Marion Co.
" " 17th "	D. B. GILLHAM	Madison Co.
" " 18th "	D. T. PARKER	Alexander Co.
" " 19th "	JOHN LANDRIGAN	Edwardsville Co.

Whereupon, the Convention adjourned *sine die*.

CLIFTON HOTEL, OTTAWA, *September 19, 1872—7 P. M.*

Board met on call of the President.

All departments were reported as up to the programme with their business, awarding committees through with their examination, and books returned to the Secretary.

On motion of Mr. Webster,

*Ordered,* That exhibitors be allowed to move stock and articles from the Grounds at 4 o'clock Friday afternoon.

On motion of Mr. Gillham,

Eight o'clock to-morrow morning was fixed as the hour for trial of Parvin's steam plow, and the Secretary was authorized to have printed and distributed 1,000 programmes for the day's proceedings.

Mr. Merrill asked for a special committee to test the Corn Harvester exhibited by him.

On motion of Mr. Webster,

The matter was referred to Dr. Kile, as such committee.

The Secretary was authorized to issue checks for premiums at two o'clock on Friday afternoon.

Whereupon the Board adjourned, to meet at the call of the President.

CLIFTON HOTEL, OTTAWA, *September 20, 1872—7 P. M.*

Board met on call of the President.

The bond of the La Salle County Agricultural Board was referred to the President, Treasurer and Secretary, to be held or surrendered at their discretion.

On motion, further action in the matter of the trial of the steam plowing machine and motor, exhibited by R. C. Parvin, was postponed to the January meeting of the Board.

Adjourned.

AGRICULTURAL ROOMS, SPRINGFIELD, *January 7, 1873—2 P. M.*

Board met in regular annual session.

*Present:* President Brown, Vice-Presidents Dolton, Herrington, Edmunds, Fisher, Goltra, Webster, Gillham, and Secretary Garland.

Minutes of meetings held during the State Fair at Ottawa were read and approved.

On motion of Mr. Gillham,

Mr. Collier, of Ford county, was permitted to explain the matter of grievance in the case of the competing agricultural organizations in that county.

On motion of Mr. Herrington,

The subject was referred to a special committee. The President appointed as such committee Messrs. Edmunds, Dolton and Gillham.

On motion of Mr. Edmunds,

The Secretary was directed to telegraph to the Secretary of the Agricultural Board at Paxton to meet the Committee of the State Board on Thursday next, 9th proximo.

Mr. Edmunds, from the special committee to look after the interests of this Board in the matter of the suit of Jas. W. Singleton, reported that the trial had again been postponed at request of the plaintiff, and recommended that an appropriation be made for the employment of counsel.

On motion of Mr. Webster,

*Resolved*, That this Board appropriate \$100 for counsel fees in the suit now pending in the Adams County Court against the State Agricultural Society, and that Judge George Edmunds be retained as attorney in charge of the case.

Mr. Edmunds made a written report as delegate to the National Agricultural Convention at Washington City.

On motion of Mr. Goltra,

The report was received, and ordered spread on the journal of Board.

#### REPORT OF MR. EDMUNDS.

*To the Illinois State Board of Agriculture:*

The undersigned, one of the delegates appointed by your Board to attend a Convention at Washington, D. C., called by the Commissioners of Agriculture, respectfully submits the following report: That he attended said Convention; was present during its entire session; that his colleague, John P. Reynolds, was not present; that he regretted the absence of Mr. R., and felt the want of his counsel upon several propositions before the Convention, but being unaided, he acted by the best lights at the time before him.

The undersigned requests, that in the performance of his duty in making a true and faithful report, he feels bound to say that in his opinion the Convention was not called in the interest of Agriculture, but to advance the interests of the Agricultural Colleges, and to bring before Congress, as far as possible, the indorsement of the agriculturists of the country in an effort on the part of the colleges to obtain further vast appropriations for the use of the Colleges and the Department of Agriculture; that it was no part of the objects of the call to promote the general interests of Agriculture, except so far as it might be learned through the Colleges.

The Convention was composed of about two delegates from Colleges to one from Agricultural Societies, and in the management of the Convention, seemed as though the only use the Convention had for practical Agriculturists was to procure their indorsement to further schemes of the Colleges.

I do not desire to be understood as in any form opposing the Colleges in their legitimate work, but I do object to the *turkey* being all on the College side. If it is intended to advance the interests of Agriculture, let us at least have one eye to the practical workings of the machine, and not close them entirely to that practical Agriculture which is pure and pecuniary advantage, but have them wide open to that class of Experimental Agriculture that produces one dollar at the cost of five. I still further regret that, in the course of the proceedings of the Convention, it seemed to me necessary, in placing myself, and through me, your Board, in a correct position upon two propositions before the Convention, to oppose certain propositions favored by our friend Gregory, of the Illinois Industrial College.

A Committee on Business was appointed and made a report, and among other things, recommended Congress to appropriate one million of acres of land to each State for the use of Agricultural Colleges, and that the Colleges be authorized to select and hold such lands, etc.; upon which a debate was spun. I proposed, as a substitute, two resolutions, one declaring that the true intent and policy of the country was to educate and elevate the masses; and the second, referring to House Bill No. 1043, then ending before the Senate, (a printed copy of which I sent up with the resolutions, and also submitted therewith) and recommending its passage.

That bill, it will be seen, dedicates the public lands to the purposes of universal education, except so far as needed for preemption, homesteads, and soldiers' bounties, and fixing that the first year fifty per cent., and forever after ten per cent. should be paid for education of teachers. That bill did not please the Committee; they wanted one-third for the use of the Colleges, to educate teachers, etc.; one-third to Normal schools, and were willing—after taking out the millions of acres to each State asked for by the Colleges by the report—that the balance should go to general educational purposes.

It was apparent that Bill 1043 was the favorite.

Several amendments were proposed, and one to commit; then the previous question was ordered, and the President of the Convention, instead of putting the questions upon the propositions in their inverse order, put the first question upon the adoption of the report. (No doubt by doing so he thought to carry the report, but in this he was mistaken.) The motion to adopt the report was lost, and the Chair decided that that vote disposed of the whole question, (clearly an erroneous ruling,) but with which I was content, inasmuch as it fully disposed of the report recommending the 1,000,000 acres to each State for use of Colleges.

A Select Committee of five had been appointed upon Military Education in Colleges, from which Committee, as its Chairman, Mr. Gregory reported and asked that the Convention recommend to Congress the endowment of several professorships in the Agricultural Colleges—(I think five in each College)—one on Military Tactics.

I moved to lay the report on the table, which, after considerable debate, was done.

The Convention recommended increase in salary of the Commissioner; the further appropriation for Seeds, etc.

On motion of Mr. Morrill, Senator from Vermont, Congress was requested to provide that an officer of the regular army be detailed as Professor of Military Tactics in each Agricultural College. There was no debate upon this proposition; but feeling that we had enough of the regular army when they were at their legitimate duties, and that we did not need them to advance Agricultural interests, I voted against the proposition. It was, however, carried by a large majority.

No recommendations were made of Experimental Farms, but the translation of the reports of the German Experimental Stations was recommended. Vote was close on this proposition.

A Committee of six was appointed to lobby Congress upon sundry subjects, to which the resolutions proposed by me in relation to education and elevation of the masses, and to said Bill 1043, was referred, with instructions to act.

Respectfully submitted,

G. EDMUNDS, JR.

By request, the Committee on Farms were allowed further time in which to report.

Mr. Edmunds offered the following:

Ordered, That no premium of gold medal be awarded to Parvin's Steam Motor, exhibited at the late State Fair.

On motion of Mr. Dolton, made special order for to-morrow at two o'clock.

A communication from J. R. Letts, in reference to a balance claimed as his due on premium at State Fair of 1861, was read, and,

On motion of Mr. Goltra,

Laid on the table.

The application of Messrs. Connel and Sturgeon, of Newark, O., for a duplicate of the medal awarded at last State Fair, was read, and,

On motion of Mr. Kile,

The Secretary was authorized to issue a duplicate medal with corrected inscription, upon return of the first one—the petitioners paying the difference in cost.

On motion of Mr. Gillham,

The Miscellaneous List was taken up and disposed of as minuted in Entry Books.

On motion of Mr. Kile,

Adjourned to 9 o'clock A. M., to-morrow.

SPRINGFIELD, January 8, 1873.

Board met at 9 o'clock A. M.

*Present:* President Brown, Ex-President Kile, Vice-Presidents Reynolds, Dolton, Herrington, Edmunds, Dunlap, Fisher, Goltra, Webster, Gillham, and Secretary Garland.

Minutes of yesterday's proceedings were read and approved.

On motion of Mr. Goltra,

The communication and essays of Bruno Garsel, were referred to a special committee.

The President appointed as such committee Messrs. Goltra, Reynolds, and Garland.

On motion of Gillham,

Essays offered in competition for premiums, were referred to special committees, as follows:

*Essay on Corn*—Messrs. Webster, Kile, and Dolton.

*Essay on Wheat*—Messrs. Gillham, Fisher, and Dunlap.

*Essay on Apples*—Messrs. Garland, Dolton, and Gillham.

*Essay on Peaches*—Messrs. Dolton, Dunlap, and Garland.

*Essay on Preparation of Soils*—Messrs. Kile, Herrington, and Fisher.

*History of Short Horns in Illinois*—Messrs. Reynolds, Dunlap, and Goltra.

*Essay on Road Making*—Messrs. Herrington, Goltra and Garland.

Adjourned to 2:30 o'clock P. M.

#### AFTERNOON SESSION.

Board met, pursuant to adjournment.

On motion of Mr. Goltra,

John G. Taylor, Esq., was invited to a seat with the Board, in the absence of Mr. Scott, from the 7th district.

The special order for two o'clock, being the motion in reference to the Parvin Steam Motor, coming up,

Mr. Edmunds, by unanimous consent, offered the following as a substitute for his motion of yesterday:

*Resolved*, That while we were highly pleased with the principle of the Parvin Steam Motor, yet, the machine on exhibition was in such an imperfect condition that the Board cannot recommend it for general use, or award it a Grand Gold Medal.

The resolution of Mr. Edmunds was adopted: Ayes 8, nays 4.

Those voting in the affirmative are Messrs. Kile, Herrington, Edmunds, Fisher, Goltra, Webster, Gillham, and Brown—8.

Those voting in the negative are Messrs. Reynolds, Dolton, Dunlap, and Garland—4.

Upon consent of the Board, Mr. Hendrickson, of the T., W. & W. R. R., called attention to the importance of the harbor of Toledo, as an outlet for the grain of Illinois, and urged the necessity for improving the same, at the public expense.

On motion of Mr. Goltra,

The subject introduced and the form of petition presented by Mr. Hendrickson, were referred to a Special Committee.

The President appointed as such Committee Messrs. Goltra, Edmunds, and Fisher.

By vote of the Board, the President (Mr. Brown) was added to the Committee.

Mr. Webster, from the Special Committee to examine and report upon competing essays on Corn, made a report recommending that the premium be awarded to W. C. Flagg, of Moro, Illinois.

Report adopted.

Mr. Dolton, from the Special Committee to examine and report upon competing essays on the Growing and Marketing of Peaches, reported, recommending that the premium be awarded to W. C. Flagg, of Moro, Illinois.

Report adopted.

Mr. Gillham, from the Special Committee to examine and report upon competing essays on Wheat, reported, recommending that the premium be awarded to W. C. Flagg, Moro, Illinois.

Report adopted.

Mr. Garland, from the Special Committee to examine and report upon competing essays on the Cultivation and Management of an Apple Orchard, reported, recommending that the premium be awarded to Albert Dunlap, of Champaign, Illinois.

On motion of Mr. Gillham,

The reading of the essay of Mr. Dunlap was ordered.

Whereupon, the Board, by vote, decided not to adopt the report of the Committee.

Mr. Kile, from the Special Committee to examine and report upon competing essays on the Preparation of Soils, reported, recommending that the premium be awarded to T. J. Burrill, of Urbana, Illinois.

Report adopted.

Mr. Reynolds, from the Special Committee to examine and report upon the History of Short Horns in Illinois, reported, recommending that the premium be awarded to J. T. Dwyer, of Springfield, Illinois.

Report adopted.

On motion of Mr. Gillham,

The examination of Fruits, Wines, etc., was made the special order for to-morrow at 10 o'clock A. M.

Adjourned to 9 o'clock A. M., to-morrow.

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THURSDAY, January 9, 1873—A. M.

Board met, pursuant to adjournment.

*Present:* President Brown, Ex-President Kile, Vice-Presidents Reynolds, Dolton, Herrington, Edmunds, Dunlap, Cobb, Scott, Fisher, Goltra, Webster, Gillham, and Secretary Garland.

Minutes of yesterday's session were read and approved.

Mr. Goltra, from the Special Committee to consider the subject submitted by Mr. Hendrickson on yesterday, reported as follows:

Your Committee, to whom was referred the papers pertaining to the improvement of the harbor Toledo, Ohio, beg leave to report that they have had the same under consideration, and, for want of information not now to be obtained, and necessary, as your Committee think, to a correct discussion of the subject submitted, ask leave to postpone their report until such information is placed in their hands for the next session.

M. C. GOLTRA,  
S. D. FISHER,  
G. EDMUNDS, JR.,  
D. A. BROWN,

*Committee.*

The report of the Committee was adopted.

The President laid before the Board the following communication from Vice-President C. H. Rosenstiel:

FREEPORT, ILL., January 6, 1873.

*President and Members of the Illinois State Board of Agriculture:*

I am sorry to inform you that I will be unable to meet with you this week. It is the first time in twelve years, but my attention is needed in the sugar factory. Our efforts have been richly crowned with good results within the last week, or since I discharged the first foreman and got another. I have established the fact that as good sugar can be made in the State of Illinois as can be made in any other world. I will send you a sample, that you may be satisfied yourselves.

As the State Board of Agriculture has done a great deal of good for the State of Illinois, in bringing to perfection machinery, stock, etc., I sincerely hope you will try to advance the manufacture of sugar also, in our State. As some States have already passed laws exempting beet-sugar factories from necessary grounds from taxation for ten years, and have also appropriated large sums of money. If a similar policy will be pursued in this State. If Illinois becomes able to supply herself with all the sugar she consumes, what a saving it will be, when we have the soil, the climate, the coal, and the labor to manufacture.

Respectfully,

C. H. ROSENSTIEL

Mr. Dolton moved that the communication be referred to a special committee.

The motion was lost.

On motion of Mr. Gillham,

The communication was ordered to be spread upon the minutes, and referred to the incoming Board.

Mr. Goltra offered the following, which was unanimously adopted:

In accordance with an established custom of the Board, it is hereby

*Resolved*, That a Committee be appointed to prepare a memorial to be presented to the retiring President—Hon. David A. Brown—as a fitting tribute of our appreciation of his services as a public officer, and of our esteem for him as a friend and gentleman.

The President *pro tem.* appointed as the Committee Messrs. Goltra, Gillham, and Cobb.

On motion of Mr. Reynolds,

The vote refusing to award a premium to the essay on Apples, by Albert Dunlap, was reconsidered.

The report of the Committee again coming up, it was adopted: Ayes 8, nays 4.

Those voting in the affirmative are, Messrs. Reynolds, Dolton, Dunlap, Cobb, Scott, Webster, Brown, Garland—8.

Those voting in the negative are, Messrs. Kile, Edmunds, Goltra, Gillham—4.

The special order coming up, the Board proceeded to the examination of Fruits, Wines, etc.

At 12 o'clock, noon, adjourned to 2 P. M.

#### AFTERNOON SESSION.

Board met, pursuant to adjournment.

The special order, being the matter of contest between the Agricultural organizations in Ford county, was taken up.

Mr. Edmunds, from the Special Committee, made a verbal report.

By permission, Mr. Frew, on behalf of the Paxton organization, and Mr. Walcott, on behalf of the Gibson City organization, made arguments before the Board, after which

The Committee thereupon reported in writing, viz:

##### *To the State Board of Agriculture:*

Your Committee, to whom was referred the contest between the organizations in Ford county, claiming to be the "County Agricultural Board" of Ford county, respectfully report that they have had the matter under consideration and find the following facts:

1st. That on the 8th day of February, A. D. 1872, a certificate was filed with the Secretary of this Board, of the proceedings of a meeting of citizens of Ford county, held at Gibson City, on the 6th day of February, A. D. 1872, for the purpose of organizing a County Agricultural Board for said county, at which a President, a Vice President, a Secretary, and nine Directors were elected.

2d. That on the 19th day of July, A. D. 1872, a certificate, was filed with the Secretary of this Board, purporting to be a "copy of the amended Constitution of the County Agricultural Board," adopted April 6, 1872, as re-organized under the Act of the General Assembly of the State of Illinois, approved April 15, 1871, the first section of which provides that the name of the association shall be the "Ford County Agricultural, Horticultural and Mechanical Board," instead of "The Ford County Agricultural Board," as provided by law and the by-laws of this Board.

3d. That from a letter signed by C. H. Frew, dated Paxton, Ill., May 8, 1872, to the Secretary of this Board, and now on file, it appears that in the fall of 1871, the citizens of Paxton, in said county, organized an Agricultural Society, but no evidence of its organization is furnished or name of society given.

4th. That on September 3d, 1872, John J. Simons, as Secretary Ford County Agricultural Board, transmitted to the Secretary of this Board a certificate that Calvin H. Frew had been duly appointed as delegate to represent the Ford County Agricultural Board at the election of 1872.

This certificate is from the said organization at Paxton, and in the second paragraph in this report mentioned.

5th. That on September 14th, 1872, F. D. Spalding, as Secretary of the Ford County Agricultural Board, transmitted to the Secretary of this Board certificates that M. L. Sullivan, J. H. Collins and J. E. Davis, had been appointed delegates to represent the Ford County Agricultural Board at election of 1872.

This certificate is from the organization in the first paragraph of this report mentioned.

6th. That it appears, from a statement of the Auditor of State of the State of Illinois, that under the Act of February 18th, 1857, and a certificate of the County Clerk of Ford county, of the organiza-



tion of the Ford County Agricultural Society, said Society was paid \$100 each year for the years 1863, 1864, 1865 and 1866.

• Upon due consideration of all the facts before us, the Committee are of opinion that neither of said organizations claiming to be "The Ford County Agricultural Board," are organized under the law of April 17th, 1871, and the laws of the State Board of Agriculture, and in conformity therewith; and that neither of said organizations are entitled to be represented at the election of the State Board of Agriculture—both of said organizations having wholly failed to comply with said law and by-laws.

On motion of Mr. Kile,

The report was adopted.

Mr. Edmunds offered the following :

*Resolved*, That the time for a compliance with the 13th by-law of the Board, be and the same is extended to Ford county, until the first day of February next.

Mr. Kile offered the following, as a substitute :

*Resolved*, That the Ford County Agricultural Societies be allowed until the first of April, under the 13th section of the by-laws.

On motion of Mr. Goltra,

The substitute of Mr. Kile was laid on the table: Ayes 9, nays 5.

Those voting in the affirmative are Messrs. Herrington, Edmunds, Cobb, Scott, Goltra, Webster, Gillham, Brown, Garland—9.

Those voting in the negative are Messrs. Kile, Reynolds, Dolton, Dunlap, Fisher—5.

The vote recurring on the resolution of Mr. Edmunds, it was adopted : Ayes 8, nays 6.

Those voting in the affirmative are Messrs. Reynolds, Edmunds, Cobb, Goltra, Webster, Gillham, Brown, Garland—8.

Those voting in the negative are Messrs. Kile, Dolton, Herrington, Dunlap, Scott, Fisher—6.

Mr. Fisher, from the Committee to visit and report upon Farms, made a report, which was accepted and ordered spread upon the journal.

The Treasurer, John W. Bunn, submitted his annual report, which was read and referred to a Special Committee, consisting of Messrs. Reynolds, Goltra and Kile.

Adjourned to 8 o'clock P. M.

#### EVENING SESSION.

Board met, pursuant to adjournment.

Mr. Goltra, from Special Committee on Treasurer's Report, submitted the following :

The Committee to whom was referred the Treasurer's Report, have examined the same, and the vouchers accompanying it, and beg leave to report that they find it correct in every respect.

M. C. GOLTRA,

WM. KILE,

JOHN P. REYNOLDS,

*Committee.*

The report was accepted and adopted.

The following resolutions were unanimously adopted:

*Resolved*, That a Silver Medal be awarded to J. LaF. King, of Springfield, for the exhibition of California Wines, made by him.

*Resolved*, That a Silver Medal be awarded to J. Bunn, of Springfield, as a premium on the Native Wines exhibited by him.

Whereupon, the Board adjourned, *sine die*.

D. A. BROWN,  
*President.*

A. M. GARLAND,  
*Secretary.*

# LIST OF AWARDS.

## AT THE

### ILLINOIS STATE FAIR—1872.

#### CLASS A—CATTLE.

JOHN P. REYNOLDS, *Superintendent.*

##### LOT 1—SHORT HORN BULLS—THOROUGHBREDS.

<b>Best Bull four years and over:</b>	
First premium to J. H. Pickrell, Harristown, "Baron Booth of Lancaster".....	30
Second premium to J. H. Kissinger, Clarksville, Mo., "Duke of Airdrie, 9800".....	25
<b>Best Bull three years and under four:</b>	
First premium to A. C. Shropshire, Leesburg, Ky., "Oxford Boy".....	30
Second premium to Ryburn & Bros., Bloomington, "Lander 2d".....	25
<b>Best Bull two years and under three:</b>	
First premium to A. W. Allmon & Bros., Salem, "3d Duke of Moscow".....	30
Second premium to J. H. Pickrell, Harristown, "Baron Lewis".....	25
<b>Best Bull one year and under two:</b>	
First premium to A. Hastelle & Sons, Mt. Carroll, "Airdrie Lad, Jr".....	30
Second premium to Mrs. Smith, Creston, "Perfect".....	25
<b>Best Bull Calf under one year and over six months:</b>	
First premium to A. P. Pickrell, Mechanicsburg, "Ban Sheffield".....	30
Second premium to H. D. Olmstead & Sons, Freedom, "Young Norwood".....	25
<b>Best Bull Calf under six months:</b>	
First premium to Ryburn & Bro., Bloomington, "Grand Master".....	30
Second premium to Ryburn & Bro., Bloomington, "3d Duke of Randolph".....	25
<b>Awarding Committee.</b> —John A. Knight, Odell, Livingston county; L. Scofield, Newark, Kendall county; W. H. Russell, Sandoval, Marion county; G. H. Marriner, Rockford, Winnebago county. John H. Ford, Kickapoo, Peoria county.	

##### LOT 2—SHORT-HORN COWS AND HEIFERS—THOROUGHBREDS.

<b>Best Cow over four years:</b>	
First premium to J. H. Kissinger, Clarksville, Mo., "Illustrious 3d".....	25
Second premium to J. H. Pickrell, Harristown, "Bride 15th".....	15
<b>Best Cow three years and under four:</b>	
First premium to J. H. Pickrell, Harristown, "Louan Hill 2d".....	25
Second premium to A. W. Allmon & Bros., Salem, Louan of Airdrie 2d".....	15
<b>Best Heifer two years and under three:</b>	
First premium to Edward Iles, Springfield, "Royal Dutchess 2d".....	25
Second premium to A. W. Allmon & Bros., Salem, "Red Rose".....	15

**Best Heifer one year and under two :**

First premium to J. H. Pickrell, Harriestown, "Louna Hill 4th".....	\$25
Second premium to J. H. Kissenger, Clarksville, Mo., "Annie Carr".....	15

**Best Heifer Calf under one year and over six months:**

First premium to J. H. Kissenger, Clarksville, Mo., "Bettie Stuart".....	15
Second premium to A. C. Shropshire, Leesburg, Ky., "Julia Devins".....	10

**Best Heifer Calf under six months:**

First premium to Ryburn & Bros., Bloomington, "Mami 3d".....	10
Second premium to Wm. Stewart, Franklin Grove, "Princess Royal".....	5

*Awarding Committee.*—Samuel Dysart, Ogle county; J. R. Miller, St. Clair county; Edwin Smith, Davenport, Iowa; John H. Potts, Morgan county; J. F. Love, Whiteside county.

**LOT 3—HEREFORD BULLS—THOROUGHBREDS.****Best Bull four years and over:**

First premium to Miller & Powell, Beecher, "Sir Charles".....	\$30
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**Best Bull two years and under three:**

First premium to C. H. West, Kinmundy.....	30
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**Best Bull one year and under two:**

First premium to Miller & Powell, Beecher, "Platt".....	30
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**Best Bull Calf under six months:**

First premium to Miller & Powell, Beecher, "Beecher".....	30
Second premium to Miller & Powell, Beecher, "Highland Lad".....	20

*Awarding Committee.*—Stephen Ogden, Jackson R. Shaver, J. K. Spencer, LaSalle county; Philander Gould, A. Shurtleff, Edwards county,

**LOT 4—HEREFORD COWS AND HEIFERS—THOROUGHBREDS.****Best Cow over four years:**

First premium to Miller & Powell, Beecher, "Beauty".....	\$25
Second premium to Miller & Powell, Beecher, "Bell".....	15

**Best Cow three years and under four:**

First premium to Miller & Powell, Beecher, "Sophia".....	25
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**Best Heifer two years and under three:**

First premium to Miller & Powell, Beecher, "Fair Maid".....	25
Second premium to C. H. West, Kinmundy "Gem of Louan".....	15

**Best Heifer one year and under two:**

First premium to Miller & Powell, Beecher, "Violet".....	25
Second premium to Miller & Powell, Beecher, "British Lady".....	15

**Best Heifer Calf under one year and over six months:**

First premium to Miller & Powell, Beecher, "Anna".....	15
Second premium to C. H. West, Kinmundy.....	10

**Best Heifer Calf six months old:**

First premium to Miller & Powell, Beecher, "Laura".....	10
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*Awarding Committee.*—W. H. Russell, Marion county; J. W. Hopkins, Putnam county; J. N. Reece, Warren county; Norman Hawks, Ogle county; Charles Sample, Morgan county.

**LOT 5—THOROUGHBREDS.****BULLS.****Best Bull four years and over:**

First premium to D. C. May & Son, Rochelle, "Madison".....	\$25
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**Best Bull one year and under two:**

First premium to D. C. May & Son, Rochelle, "Hamilton".....	25
Second premium to J. B. Barnes, Ottawa.....	15

**Best Bull Calf under one year and over six months:**

First premium to D. C. May & Son, Rochelle, "Alexis".....	15
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## COWS.

## Best Cow over four years:

First premium to D. C. May &amp; Son, Rochelle, "Corrella".....

Second premium to D. C. May &amp; Son, Rochelle, "Annie".....

## Best Cow three years and under four:

First premium to D. C. May &amp; Son, Rochelle, "Lady May".....

## Best Heifer two years and under three:

First premium to D. C. May &amp; Son, Rochelle, "Marilla".....

## Best Heifer one year and under two:

First premium to J. B. Barnes, Ottawa.....

## Best Heifer Calf under one year and over six months:

First premium to D. C. May &amp; Son, Rochelle, "Minnie Hillen".....

Second premium to D. C. May &amp; Son, "Rochelle".....

## Best Heifer Calf under six months:

First premium to D. C. May &amp; Son, Rochelle, "Lady Huron".....

*Awarding Committee.*—J. H. Spencer, LaSalle county; Austin Sykes, Henry county; A. Jeffery, J. R. Shaver, LaSalle county; John Landrigan, Edwards county.

## LOT 6—AYRSHIRES—THOROUGHBREDS.

## BULLS.

## Best Bull three years and under four:

First premium to Granville Jones, Galesburg, "Norval".....

## Best Bull two years and under three:

First premium to J. B. Barnes, Ottawa.....

## Best Bull one year and under two:

First premium to F. P. Hardy, Decatur, "Dundee Lad".....

## COWS AND HEIFERS.

## Best Cow over four years:

First premium to R. P. Hardy, Decatur, "Peerless 2d.".....

Second premium to F. P. Hardy, Decatur, "Peerless 1st".....

## Best Heifer one year and under two:

Second premium to F. P. Hardy, Decatur, "Highland Maid".....

*Awarding Committee.*—Bruno Gansel, Hyde Park; W. J. Neely, Ottawa; John Stewart, Blackberry, Wm. Powell, Beecher; James M. Thomas, Wyoming.

## LOT 7—JERSEYS, ALDERNEYS AND GUERNSEYS, AND OTHER MILK BREEDS NOT OTHERWISE PROVIDED FOR.

## BULLS.

## Best Bull three years and under four:

First premium to A. Hastelle &amp; Sons, Mt. Carroll.....

## Best Bull two years and under three:

First premium to V. Barber, Decatur, "Butter Ball".....

## Best Bull one year and under two:

First premium to V. Barber, Decatur, "Grand Mogul".....

Second premium to A. Hastelle &amp; Sons, Mt. Carroll, "Plymouth".....

## Best Bull Calf under one year and over six months:

First premium to A. Hastelle &amp; Sons, Mt. Carroll, "Seth".....

## Best Bull Calf under six months:

First premium to V. Barber, Decatur, "Frank".....

Second premium to A. Hastelle &amp; Sons, Mt. Carroll.....

## LOT 7—COWS AND HEIFERS.

## Best Cow over four years:

First premium to V. Barber, Decatur, "Dollanah".....	\$20
Second premium to A. Hastelle & Sons, Mt. Carroll, "Beauty".....	10

## Best Heifer two years and under three:

First premium to A. Hastelle & Sons, Mt. Carroll, "Lily".....	20
Second premium to A. Hastelle & Sons, "Beauty 2d.".....	10

## Best Heifer one year and under two:

First premium to A. Hastelle & Sons, Mt. Carroll, "Beauty 3d".....	20
Second premium to V. Barber, Decatur, "Dolly".....	10

## Best Heifer Calf under one year and over six months:

First premium to V. Barber, Decatur, "Bertha".....	10
Second premium to A. Hastelle & Sons, Mt. Carroll.....	5

## Best Heifer Calf under six months:

First premium to V. Barber, Decatur, "Lilly Vale".....	10
Second premium to A. Hastelle & Sons, Mt. Carroll.....	5

*Awarding Committee.*—Jonathan Perlman, Jefferson; Daniel Dunham, Wayne; A. Shurtleff, Bone Gap; Hiram Jackson, Farm Ridge; J. R. Miller, Caseyville.

## LOT 8—MILCH COWS.

(No entries in this Lot.)

## LOT 9—GRADES AND CROSSES.

## Best Cow three years or over:

First premium to J. L. Shorthose, Danvers.....	\$15
Second premium to J. H. Kissenger, Clarksville, Mo.....	10

## Best Heifer two years and under three:

First premium to Wm. Stewart, Franklin Grove, "Frona Bell".....	15
Second premium to Wm. Mitchell, LaSalle.....	10

## Best Heifer one year and under two:

First premium to Wm. Stewart, Franklin Grove, "Laura Bell".....	15
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## Best Heifer Calf under one year:

First premium to Wm. Stewart, Franklin Grove, "Tennie Taylor".....	10
Second premium to Wm. Mitchell, LaSalle.....	5

*Awarding Committee.*—John Stewart, Blackberry; J. R. Shaver, Peru; J. K. Spencer, Ottawa; Bruno Gansel, Hyde Park; Ansel A. Gould, Bone Gap.

## LOT 10—FAT CATTLE OF ANY BREED.

## Best Fat Bullock four years or over:

First premium to J. H. Shorthose, Danvers.....	\$20
Second premium to Owen Brass, Woodstock.....	10

## Best Fat Steer two years and under three:

First premium to J. H. Shorthose, Danvers.....	20
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## LOT 11—WORK OXEN AND STEERS.

## Best Yoke of Oxen three years or over:

First premium to Owen Brass, Woodstock.....	\$20
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*Awarding Committee.*—J. K. Spencer, Stephen Ogden, Ottawa; J. R. Shaver, Peru; A. Shurtleff, Philander Gould, Bone Gap.

## LOT 12—HERDS.

## Best Bull and five Cows or Heifers one year or upward, and owned by one individual or previously existing firm:

First premium to A. W. Allmon & Bros., Salem.....	\$100
Second premium to J. H. Pickrell, Harristown.....	50

Best five Head of Calves, male and female, under one year, and owned by one individual or previously existing firm:

First premium to Mrs. E. J. Byram, Abingdon..... \$5  
Second premium to J. H. Pickrell, Harristown..... 2

*Awarding Committee.*—John M. Milliken, Ohio; John H. Bacon, Iowa; Wm. M. Smith, McLean county; J. N. Reece, Warren county; W. H. Russell, Marion county.

#### LOT 13—HERDS FROM ONE BULL.

Best five Cattle, male or female, of any age, without regard to ownership, the get of one bull; the get to be shown with the herd, and considered in making the award:

First premium to J. H. Pickrell, Harristown, "Baron Booth of Lancaster," and calves..... \$4  
Second premium to Ryburn & Bros., Bloomington, "Oxford Renick," and calves..... 1

Best Cow, shown with her two Calves:

First premium to J. H. Pickrell, Harristown, "Louan 37," and calves..... \$4  
Second premium to Ryburn & Bros., Bloomington, "Miami 5th," and calves..... 1

*Awarding Committee.*—J. R. Miller, Caseyville; John Kelly, Heyworth; John H. Potts, Jacksonville; J. W. Hopkins, Granville; J. F. Coe, Sterling.

#### LOT 14—SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to J. H. Pickrell, Harristown, "Louan Hill 2d"..... \$4  
Second premium to J. H. Kissinger, Clarksville, Mo., "Phoebe Taylor"..... 1

Best Bull of any age:

First premium to J. H. Pickrell, "Baron Booth of Lancaster"..... 1  
Second premium to Edward Hes, Springfield, "Cherub"..... 1

### CLASS B—HORSES, JACKS AND MULES.

EMORY COBB, *Superintendent.*

#### LOT 15—THOROUGHBREDS.

##### STALLIONS.

Best Stallion four years or over:

First premium to B. C. Mead, Sycamore, "Castor"..... 1  
Second premium to J. C. Brunet, Ottawa, "Baffle"..... 1

Best Stallion Colt over two years and under three:

First premium to A. G. Carle, Urbana, "Captain Jinks"..... 1

Best Stallion Sucking Colt:

First premium to E. S. Wadsworth, Chicago..... 1

##### MARES.

Best Brood Mare four years or over

First premium to E. S. Wadsworth, Chicago, "Eva Shephard"..... 1  
Second premium to A. G. Carle, Urbana..... 1

Best Filley over three years and under four:

First premium to S. Powers, Decatur, "Bettie Lewis"..... 1

Best Filley over two years and under three:

First premium to S. Powers, Decatur, "Susie Anne"..... 1  
Second premium to E. S. Wadsworth, Chicago, "Bonnie Rose"..... 1

Best Filley over one year and under two:

First premium to A. G. Carle, Urbana..... 1  
Second premium to S. Powers, Decatur, "Carrie P."..... 1

Best Sucking Mare Colt:

First premium to A. G. Carle, Urbana..... 1

*Awarding Committee.*—G. W. Renwick, Kane county; R. E. Goodell, Sangamon county; J. W. man, DeWitt county.

## LOT 16—ROADSTERS.

## STALLIONS.

(Embracing all strains of horses especially designated for the road—style and action to be the test.)

Best Stallion four year and over, to harness	
First premium to O. J. Thomas, Sandwich.....	\$30
Second premium to James Wadsworth, Chicago.....	20
Best Stallion over three years and under four:	
First premium to E. S. Wadsworth, Chicago.....	20
Second premium to E. S. Wadsworth, Chicago.....	10
Best Stallion over two years and under three:	
First premium to A. Sargent, Bloomington.....	20
Second premium to James Wadsworth, Chicago, "Major Grant".....	10
Best Stallion over one year and under two:	
First premium to B. C. Mead, Sycamore.....	20
Second premium to A. G. Carle, Urbana.....	10
Best Horse Colt under one year:	
First premium to W. J. Neely, Ottawa, "America".....	15
Second premium to James Wadsworth, Chicago, "Scorcher".....	10

## MARES.

Best Mare four years or over to harness:	
First premium to E. S. Wadsworth, Chicago, "Lilly Patrick".....	25
Best Mare over three years and under four, to harness:	
First premium to E. S. Wadsworth, Chicago, "Black Man".....	1
Second premium to E. S. Wadsworth, Chicago, "Woodburn Maid".....	40
Best Filley over two years and under three:	
First premium to E. S. Wadsworth, Chicago, "Chestnut".....	15
Second premium to E. S. Wadsworth, Chicago, "Iron Grey".....	10
Best Filley over one year and under two:	
First premium to George Weedman, Farmers City.....	15
Second premium to Storms Company, Hadley, "Nelly".....	10
Best Mare Colt under one year:	
First premium to James Wadsworth, "Aux Sable Maid".....	15
Second premium to James Matheson, Ottawa.....	10
Awarding Committee.—A. M. Herrington, Kane county; George Gage, Cook county; John McConnell, Jefferson county; James C. Lake, E. D. Will, Macon county.	

## LOT 17—HORSES OF ALL WORK.

## STALLIONS.

Best Stallion over four years:	
First premium to A. Clark, Waukegan, "Barney Searcher".....	30
Second premium to Henry Wormley, Oswego.....	20
Best Stallion Colt over three years and under four:	
First premium to Miles Spaulding, Seneca.....	20
Second premium to E. Hodgson, Ottawa.....	10
Best Stallion Colt over two years and under three:	
First premium to S. Powers, Decatur, "Young Shakespeare".....	20
Second premium to Wiley Buckley, Champaign.....	10
Best Stallion Colt one year and under two:	
First premium to Thomas Fishbee, McLean.....	15
Second premium to D. Dunham, Wayne.....	10

## MARES.

Best Brood Mare over four years:	
First premium to A. M. Fleming, Bloomington, "Dolly Varden".....	25
Second premium to George Weedman, Farmer City.....	15



**Best Filley over three years and under four:**

First premium to Wiley Buckles, Champaign.....	\$30
Second premium to Storms Company, Hailley.....	10

**Best Filley over two years and under three:**

First premium to Frank Smith, Prairie Center.....	20
Second premium to John Dolbridge, Ottawa.....	10

**Best Filley over one year and under two:**

First premium to E. Dillon & Co., Normal.....	30
Second premium to D. Dunham, Wayne.....	10

**Best Sucking Horse Colt:**

First premium to J. G. Willard, Harriestown.....	30
Second premium to D. Dunham, Wayne.....	10

**Best Sucking Mare Colt:**

First premium to E. S. Wadsworth, Chicago.....	15
Second premium to James Wadsworth, Chicago.....	10

*Awarding Committee.*—Peter Roberts, Morgan county; P. Gould, Edwards county; M. P. Herrington, Kane county.

**LOT 18—DRAFT HORSES.****STALLIONS.****Best Stallion over four years:**

First premium to J. A. Perry, Wilmington, "Duke de Chartree".....	30
Second premium to J. L. Luellen, Ottawa, "Prince Imperial".....	20

**Best Stallion Colt over three years and under four:**

First premium to E. Dillon & Co., Normal, "Center".....	30
Second premium to J. F. Ramsey, Fairbury, "Clydesdale, 2d".....	10

**Best Stallion Colt over two years and under three:**

First premium to E. Dillon & Co., Normal, "Barnum".....	20
Second premium to J. L. Owen, Mokena, "Rollin".....	10

**Best Stallion Colt over one year and under two:**

First premium to E. Dillon & Co., Normal, "Broad Gauge".....	20
Second premium to E. Dillon & Co., Normal, "Bob Ridley".....	10

**Best Stallion Colt under one year:**

First premium to A. M. Fleming, Bloomington, "Dick Ogleaby".....	15
Second premium to John Delbridge, Ottawa, "Roley, No. 2".....	10

**MARES.****Best Brood Mare over four years:**

First premium to E. Dillon & Co., Normal, "Lady Hattie".....	25
Second premium to Charles E. Ellsworth, Farm Ridge, "Lady".....	15

**Best Filley over three years and under four**

First premium to E. Dillon & Co., "Rosa Bonheur".....	30
Second premium to J. L. Owen, Mokena, "Queen".....	10

**Best Filley over two years and under three:**

First premium to E. Dillon & Co., Normal, "Ida".....	20
Second premium to J. L. Luellen, Ottawa.....	10

**Best Filley over one year and under two:**

First premium to E. Dillon & Co., Normal, "Lunetta".....	20
Second premium to B. Caldwell, New Rutland, "Pidy".....	12

**Best Sucking Mare Colt:**

First premium to F. Richards, Streator, "Polly".....	20
Second premium to E. Dillon & Co., Normal, "Normandie".....	10

*Awarding Committee.*—S. M. Church, Winnebago Co.; A. A. Gould, Edwards Co.; D. S. Lockwood, LaSalle Co.; Jesse K. Dubois, Sangamon Co.; J. E. Davis, Ford Co.

**LOT 19—TEST DRAFT RING****HORSES.****Best span for draft, without regard to sex, to be tested to stone boat:**

First premium to J. Lawrence, Prairie Center.....	\$25
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## MULES.

Best span of Mules for Draft, to be tested to stone boat :

First premium to J. C. McConnell, Dix .....	\$20
Second premium to Fielding Heavenhill, Newark .....	10

*Awarding Committee.*—J. D. Caton, J. M. Landrigan, Jonathan Periam, Peter Roberts.

## LOT 20—SADDLE HORSES.

[To be exhibited under the saddle.]

Best Saddle Mare over four years :

First premium to J. N. Brown & Sons, Berlin, "Nora Nell." .....	\$20
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Best Saddle Mare under four years :

First premium to T. Ward, La Salle .....	20
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Best Saddle Gelding over four years :

First premium to Wiley Buckles, Champaign .....	20
Second premium to T. Ward, La Salle .....	10

Best Saddle Gelding under four years :

First premium to Thomas Goudie, Oswego .....	20
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*Awarding Committee.*—J. H. Pickrell, Macon Co.; Daniel Durham, Du Page Co.; B. F. Corbin, Boone Co.; W. C. Richards, Kankakee Co.

## LOT 21—CARRIAGE HORSES.

Best pair Carriage Mares, to be shown in harness :

First premium to Samuel Dixon, Sandwich .....	\$50
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Best pair Carriage Geldings, to be shown in harness :

First premium to J. S. Winters, Minier .....	50
Second premium to James Mathewson, Ottawa .....	25

Best Family Mare or Gelding :

First premium to J. H. Pickrell, Harristown .....	25
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*Awarding Committee.*—George W. Gage, Cook Co.; D. E. Turner, Wabash Co.; John Kelly, McLean Co.

## LOT 22—GENTLEMEN'S DRIVING HORSES.

Best pair Mares, to pole :

First premium to E. S. Wadsworth, Chicago, "Woodburne Maid and Mate." .....	\$75
Second premium to Nelson Russell, Chicago, "Morgan Mares." .....	50

Best pair Geldings, to pole :

First premium to Francis Kidney, Le Claire, "Bill and Jim." .....	75
Second premium to H. O. Babcock, Pontiac .....	50

Best Single Stallion to Harness :

First premium to Ed. Dow, Rockford, "Tornado." .....	100
Second premium to J. Wood, Ottawa, "Champion." .....	50

Best Single Mare, to Harness :

First premium to James Wadsworth, Chicago, "Alfaretta." .....	75
Second premium to A. S. Wilkerson, Seneca, "Foxy." .....	50

Best Gelding, to Harness :

First premium to E. S. Wadsworth, Chicago, "Bold Chief." .....	50
Second premium to J. Landrigan, Albion, "Lew Pelham." .....	25

*Awarding Committee.*—George Weedham, De Witt Co.; Ira C. Mosier, Kankakee Co.; C. B. Dodson, Kane Co.; Wiley Buckles, Champaign Co.; H. R. Taylor, McLean Co.

## LOT 23—SWEEPSTAKES—OPEN TO ALL HORSES.

Best Stallion and five of his Colts of any age :

First premium to D. Dunham Wayne, "French Emperor." .....	\$100
Second premium to A. G. Carle, Urbana .....	50

Best Mare with two of her Colts :

First premium to E. Dillon & Co., Normal, "Hattie." .....	\$75
Second premium to A. G. Carle, Urbana .....	50

*Awarding Committee.*—Thompson Chandler, McDonough Co.; John McConnell, Jefferson Co.; J. C. Burke, Cook Co.; James Lake, A. J. Fry, Winnebago Co.

## LOT 24—SWEEPSTAKES—THOROUGHBREDS.

Best Thoroughbred Stallion of any age, to bridle :

- First premium to J. C. Brunner, Ottawa, "Baffle.".....  
 Second premium to Jas. Wadsworth, Chicago, "Crighton.".....

Best Thoroughbred Mare of any age, to bridle :

- First premium to S. Powers, Decatur, "Susie Ann.".....  
 Second premium to Wiley Buckles, Champaign.....  
*Awarding Committee.*—J. H. Bacon, Iowa; H. R. Taylor, McLean Co.; K. K. Jones, Adams Co.

## LOT 25—SWEEPSTAKES—ROADSTERS.

Best Roadster Stallion of any age, to bridle :

- First premium to W. G. Gaskill, Minooka, "Major Hamilton.".....  
 Second premium to W. Buckles, Champaign.....

Best Roadster Mare of any age, to bridle :

- First premium to J. L. Winter, Minier.....  
 Second premium to E. S. Wadsworth, Chicago.....  
*Awarding Committee.*—Stephen Ogden, Edgar Co.; H. Sherrill, Kendall Co.; W. P. Carter, Will Co.

## LOT 26—SWEEPSTAKES—DRAFT.

Best Draft Stallion of any age, to bridle :

- First premium to Jas. A. Perry, Wilmington, "Duke de Chartres.".....  
 Second premium to E. Dillon & Co., Normal.....

Best Draft Mare of any age, to bridle :

- First premium to E. Dillon & Co., Normal, "Rosa,".....  
 Second premium to E. Dillon & Co., "Lady Hattie.".....  
*Awarding Committee.*—J. R. Miller, St. Clair Co.; J. L. Moore, Ogle Co.; James Lake, Winnebago Co.; Z. C. Weedman, De Witt Co.; Joel Hopkins, Putnam Co.

## LOT 27—JACKS, JENNETS AND MULES.

Best Jack, four years or over :

- First premium to T. F. Ramsey, Fairbury, "Jack.".....  
 Second premium to John S. Armstrong, Sheridan, "Gen. Grant".....

Best Jack two years and under three :

- First premium to R. A. Rowe, Freedom.....

Best Jack one year and under two :

- First premium to R. A. Rowe, Freedom.....

Best Jack Suckling Colt :

- First premium to Samuel Dixon, Sandwich, "Jack.".....

Best Jennet three years or over

- First premium to Samuel Dixon, Sandwich.....  
 Second premium to R. A. Rowe, Freedom.....

Best three year old Mule :

- First premium to J. L. Winter, Minier.....  
 Second premium to J. L. Winter, Minier.....

Best two year old Mule :

- First premium to J. C. McConnell, Dix.....  
 Second premium to J. C. McConnell, Dix.....

Best one year old Mule :

- First premium to G. H. Roberts, Freedom.....  
 Second premium to G. H. Roberts, Freedom.....

Best Suckling Mule :

- Second premium to J. N. Sergeant, White Willow.....

*Awarding Committee.*—J. D. Caton, LaSalle county; Peter Roberts, Morgan county; Jonathan Landrigan, Cook county; John Landrigan, Edwards county.

### LOT 28—SWEEPSTAKES ON JACKS.

Best Jack of any age, shown with not less than three Mules of his get:

Premium to J. C. McConnell, Dix.....\$100

*Awarding Committee.*—Peter Roberts, Morgan county; M. W. Riggs, Spott county; J. M. Dunlap, Morgan county.

### CLASS C—SHEEP.

JAMES HERRINGTON, *Superintendent.*

#### LOT 29—LONG-WOOLED.

Best Ram over two years:

First premium to John O'Rourke, Ohio Station.....\$15

Second premium to F. M. Jameson, Sagetown.....10

Best Ram over one and under two years:

First premium to Miller & Powell, Beecher.....15

Second premium to P. Wakem, Madison.....10

Best Ram Lamb under one year:

First premium to Alfred Arnold, Somonauk.....10

Second premium to S. Fowler, Newark.....5

Best pen of three Ewes over two years:

First premium to J. B. Warlow, Danvers.....15

Second premium to Wm. Stewart, Franklin Grove.....10

Best pen of three Ewes over one and under two:

First premium to A. J. Miller, Oneida.....15

Second premium to Miller & Powell, Beecher.....10

Best pen of three Ewe Lambs under one year:

First premium to John R. Craig, Edmonton, Canada.....10

Second premium to Miller & Powell, Beecher.....5

*Awarding Committee.*—Graham Lee, Hamlet; Moses Dean, Sycamore; Jonathan Tefft, Elgin.

#### LOT 30—MIDDLE-WOOLED.

Best Ram over two years:

First premium to J. H. Pickrell, Harriestown.....\$15

Second premium to John Hunt, Mokena.....10

Best Ram over one year and under two:

Second premium to J. H. Pickrell.....10

Best Ram Lamb under one year:

First premium to J. H. Pickrell.....10

Second premium to John Hunt.....5

Best pen of three Ewes over two years:

First premium to J. H. Pickrell.....15

Second premium to Jas. Watts, Ottawa.....10

Best pen of three Ewes over one year and under two:

First premium to J. H. Pickrell.....15

Second premium to P. C. Watts, Ottawa.....10

Best pen of three Ewe Lambs under one year:

First premium to J. H. Pickrell.....10

Second premium to James Watts, Ottawa.....5

*Awarding Committee.*—John Turnbull, Elmira; John S. Ross, Hennepin; Andrew Oliver, Elmira; Adam Oliver, Elmira; Jefferson Vinjag, Kankakee.

## LOT 31—MERINOS.

(Bred for fineness of wool and weight of fleece.)

## Best Ram over two years:

- First premium to Charles Kelly, Wheaton.....  
 Second premium to Thos. Taylor, Waynesville.....

## Best Ram Lamb over one year and under two:

- First premium to Charles Kelly, Wheaton.....  
 Second premium to Charles Kelly, Wheaton.....

## Best Ram Lamb under one year:

- First premium to Charles Kelly, Wheaton.....  
 Second premium to Charles Kelly, Wheaton.....

## Best pen of three Ewes over two years:

- First premium to Charles Kelly, Wheaton.....  
 Second premium to E. E. Gorham, New Lenox.....

## Best pen of three Ewes one year and under two:

- First premium to Charles Kelly, Wheaton.....  
 Second premium to Thos. Taylor, Waynesville.....

## Best pen of three Ewe Lambs under one year:

- First premium to Thos. Taylor, Waynesville.....  
 Second premium to Charles Kelly, Wheaton.....

*Awarding Committee*—Sam'l Preston, Mt. Carroll; Samuel Alden, Sycamore; E. W. Thompson, Sag Grove.

## LOT 32—MERINOS.

(Bred for weight of fleece and weight of carcass.)

## Best Ram over two years:

- First premium to Daniel Kelly, Wheaton.....  
 Second premium to F. E. Day, Streator.....

## Best Ram one year and under two:

- First premium to Daniel Kelly, Wheaton.....  
 Second premium to Thos. Taylor, Waynesville.....

## Best Ram Lamb under one year:

- First premium to Thos. Taylor, Waynesville.....  
 Second premium to Daniel Kelly, Wheaton.....

## Best pen of three Ewes over two years:

- First premium to Daniel Kelly, Wheaton.....  
 Second premium to Thos. Taylor, Waynesville.....

## Best pen of three Ewes over one year and under two:

- First premium to Daniel Kelly, Wheaton.....  
 Second premium to Thos. Taylor, Waynesville.....

## Best pen of three Ewe Lambs under one year:

- First premium to Thos. Taylor, Waynesville.....  
 Second premium to F. E. Day, Streator.....

*Awarding Committee*.—Abraham Kershaw, Wayne; Geo. E. Peck, Geneva; John Thompson, Gro Joshua L. Mills, Mt. Palatine.

## LOT 33—CROSSES OF ANY BREEDS.

## Best pen of three Ewes over two years:

- First premium to Thomas Taylor, Waynesville.....  
 Second premium to Thomas Taylor, Waynesville.....

## Best pen of three Ewes over one year and under two:

- First premium to Thomas Taylor, Waynesville.....

## Best pen of three Ewe Lambs:

- First premium to Miller & Powell, Beecher.....  
 Second premium to Miller & Powell, Beecher.....

*Awarding Committee*.—Alex. Hornan, F. E. Day, John George, E. E. Gorham, John Pranty.

## LOT 34—FAT SHEEP.

Best three Fat Sheep over two years:

First premium to Wm. Stewart, Franklin Grove.....\$10

Best three Fat Sheep under three years:

First premium to J. B. Warlow, Danvers..... 10

*Awarding Committee.*—Nelson Jones, Livonia; J. Brigham, Dover; J. Morrison, Dover.

## LOT 35—SWEEPSTAKES.

(Open to all fine woolled Sheep.)

Best lot of Sheep of any age—not less than one Ram and nine Ewes:

First premium to Daniel Kelly Wheaton.....\$50

Second premium to Thos. Taylor, Waynesville..... 25

## LOT 36—SWEEPSTAKES.

(Open to all mutton breeds.)

Best lot of Sheep of any age—not less than one Ram and nine Ewes:

First premium to Wm. Stewart, Franklin Grove.....\$50

Second premium to B. Waken, Machison, Wis..... 25

*Awarding Committee.*—Geo. E. Peck, Geneva; Benj. Bean, Atlanta; Ben. B. Hopkins, Griggsville.

## CLASS D—SWINE.

D. W. VITTM, *Superintendent.*

## LOT 37—BERKSHIRES.

Best Boar two years old and over:

First premium to Adam Rankin, Monmouth, "Crown Prince".....\$3

Second premium to L. Benjamin, Sugar Grove, "Gen. Fremont"..... 1

Best Boar one year old and under two:

First premium to Jas. W. Stevenson, Braceville..... 20

Second premium to Adam Rankin, Monmouth, "John Bright"..... 15

Best Boar six months old and under one year:

First premium to George A. Freer, Utica, "Ace of Spades 2d"..... 15

Second premium to Chas. Snood, Joliet..... 10

Best Boar under six months old:

First premium to Adam Rankin, Monmouth, "Lord Derby"..... 10

George M. Caldwell, Williamsville..... 5

Best Sow two years old and over:

First premium to John Francis, New Lenox..... 20

Second premium to M. H. Cryer &amp; Co., Salem, Ohio, "Royal Berkshire"..... 15

Best Sow one year old and under two:

First premium to M. H. Cryer &amp; Co., Salem, Ohio..... 20

Second premium to Chas. Snood, Joliet..... 15

Best Sow six months old and under one year:

First premium to Adam Rankin, Monmouth..... 15

Best Sow under six months old:

First premium to Adam Rankin, Monmouth, "Duchess of Greenwood"..... 10

Second premium to John Freeman, New Lenox..... 5

Best Sow with litter of her pigs, not less than five, under three months old:

Premium to A. Rankin, Monmouth, "Queen Bess"..... 20

Best Sow with litter of her pigs, not less than five, over three months old and under six months:

Premium to A. Rankin, Monmouth, "Sweet 17"..... 20

## LOT 38—CHESTER WHITES.

Best Boar two years old :	
Premium to Chas. Snoad, Joliet.....	\$20
Best Boar one year old and under two :	
First premium to N. N. Jones, Normal, "Blucher".....	20
Second premium to Chas. E. Kerchival, New Lenox.....	15
Best Boar six months old and under one year :	
Premium to Chas. E. Kerchival, New Lenox, "Wilson".....	15
Best Boar under six months old :	
First premium to Chas. E. Kerchival, New Lenox, "Eclipse".....	10
Second premium to Chas. E. Kerchival, New Lenox, "Jonathan".....	5
Best Sow two years old and over :	
Premium to Chas. Snoad, Joliet.....	20
Best Sow one year old and under two :	
First premium to Chas. E. Kerchival, New Lenox, "Victoria".....	20
Second premium to Chas. Snoad, Joliet.....	15
Best Sow six months old and under one year :	
First premium to Chas. E. Kerchival, New Lenox, "Carlotta".....	20
Second premium to Chas. E. Kerchival, New Lenox, "White Beauty".....	15
Best Sow under six months old :	
First premium to Chas. E. Kerchival, New Lenox, "Hattie".....	10
Second premium to Chas. E. Kerchival, New Lenox, "May Queen".....	5
Best Sow with litter of her pigs, not less than five, under three months old :	
Premium to Chas. Snoad, Joliet.....	20
Best Sow with litter of her pigs, not less than five, over three months old and under six months :	
Premium to H. D. Olmstead, Freedom.....	20
<i>Awarding Committee.</i> —J. Q. A. Floyd, Springfield; Joshua L. Mills, Mt. Palatine; Hugh Jackson, Appanoose.	

## LOT 39—POLAND-CHINA.

Best Boar two years old and over :	
First premium to Jas. L. Owen, Mokena.....	\$20
Second premium to B. J. Orten, Cambridge.....	15
Best Boar one year old and under two :	
First premium to McCreary & Carey, Canton.....	20
Second premium to Thos. Freebury, LaSalle.....	15
Best Boar six months old and under one year :	
First premium to Ford & Brooks, Brimfield.....	15
Second premium to N. P. Cooper, New Lenox.....	10
Best Boar under six months old :	
First premium to McCreary & Carey, Canton.....	10
Second premium to S. A. Clark, Winfield, Iowa.....	5
Best Sow over two years old :	
First premium to E. V. Ratén, Grandville.....	20
Second premium to Ford & Brooks, Brimfield.....	15
Best Boar one year old and under two :	
First premium to S. A. Clark, Winfield, Iowa.....	20
Second premium to Ford & Brooks, Brimfield.....	15
Best Sow six months old and under one year :	
First premium to McCreary & Carey, Canton.....	15
Second premium to S. A. Clark, Winfield, Iowa.....	10
Best Sow under six months old :	
First premium to McCreary & Carey, Canton.....	10
Second premium to W. W. Ellsworth, Woodstock.....	5
Best Sow with litter of her pigs, not less than five, over three months old and under six months :	
First premium to S. A. Clark, Winfield, Iowa.....	20

# **LOT 40—SUFFOLKS, CHINA, ESSEX AND OTHER SMALL DISTINCT BREEDS.**

<b>Best Boar two years old and over:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	\$30
Second premium to Mrs. J. G. Loose, Springfield.....	15
<b>Best Boar one year old and under two:</b>	
First premium to Giles B. Roe, Payne's Point.....	20
Second premium to Charles Snoad, Joliet.....	15
<b>Best Boar six months old and under one year:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	15
Second premium to M. H. Cryer & Co., Salem, Ohio.....	10
<b>Best Boar under six months old:</b>	
First premium to Mrs. J. G. Loose, Springfield.....	10
Second premium to M. H. Cryer & Co., Salem, Ohio.....	5
<b>Best Sow two years old and over:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	20
Second premium to Charles Snoad, Joliet.....	15
<b>Best Sow one year old and under two years:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	20
Second premium to Charles Snoad, Joliet.....	15
<b>Best Sow six months old and under one year:</b>	
First premium to L. T. Clark, Onarga.....	15
Second premium to M. H. Cryer & Co., Salem, Ohio.....	10
<b>Best Sow under six months:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	10
Second premium to M. H. Cryer & Co., Salem, Ohio.....	5
<b>Best Sow with litter of her pigs, not less than five, under three months old:</b>	
First premium to M. H. Cryer & Co., Salem, Ohio.....	20
<b>Best Sow with litter of her pigs, not less than five, over three months old and under six months:</b>	
First premium to Giles B. Roe, Payne's Point.....	20
<b>Awarding Committee.</b> —Hugh Jackson, Appanoose; Samuel Douglass, Monmouth; L. F. Randolph, Canton.	

# **LOT 41—ALL LARGE BREEDS, MORGAN COUNTY WHITES, AND CROSSES, EXCEPT BERKSHIRE, CHESTER WHITE AND POLAND CHINA.**

<b>Best Boar one year old and under two:</b>	
First premium to Chas. Snoad, Joliet.....	\$20
<b>Best Boar six months old and under one year:</b>	
First premium to J. C. Darnell, Elmwood.....	15
<b>Best Boar under six months:</b>	
First premium to H. S. Dunlap, Aledo.....	10
Second premium to M. H. Cryer, Salem, Ohio.....	5
<b>Best Sow two years old and over:</b>	
First premium to J. C. Darnell, Elmwood.....	20
Second premium to J. C. Darnell, Elmwood.....	15
<b>Best Sow one year old and under two:</b>	
First premium to J. C. Darnell, Elmwood.....	20
Second premium to Charles Snoad, Joliet.....	15
<b>Best Sow six months old and under one year:</b>	
First premium to J. C. Darnell, Elmwood.....	15
Second premium to J. C. Darnell, Elmwood.....	10
<b>Best Sow under six months old:</b>	
First premium to H. S. Dunlap, Aledo.....	10
Second premium to George A. True, Utica.....	5
<b>Best Sow with litter of her pigs, not less than five, under three months old:</b>	
First premium to M. H. Darnell, Elmwood.....	20



Best Sow with litter of her pigs, not less than five, over three months old and under six months:

First premium to H. S. Dunlap, Alledo.....\$20

*Awarding Committee.*—Hugh Jackson, Appanoose; Samuel Douglass, Monmouth; L. F. Randolph, Canton.

#### LOT 42—SWEEPSTAKES.

Best Boar and three Sows of any age:

Premium to Adam Rankin, Monmouth.....\$50

Best Boar of any age or breed:

Premium to N. N. Jones, Normal.....25

Best Sow of any age or breed:

Premium to M. H. Cryer & Co., Salem, Ohio.....25

*Awarding Committee.*—C. H. Dolton, Dolton Station; Hugh Moreland, Marselles; F. M. Jamison, Sagetown.

### CLASS E—POULTRY.

JAMES HERRINGTON, *Superintendent.*

#### LOT 43—CHICKENS.

Best trio Light Brahmas:

First premium to J. Q. A. Floyd, Springfield.....\$4 00

Second premium to J. Q. A. Floyd, Springfield.....2 00

Best trio Dark Brahmas:

First premium to Jas. M. Wills, Bloomington.....4 00

Second premium to W. F. Neely, Ottawa.....2 00

Best trio Buff Cochins:

First premium to H. W. Peterson, Millington.....4 00

Second premium to W. F. Neely, Ottawa.....2 00

Best trio Grey Dorkings:

First premium to A. M. Brown, Aurora.....4 00

Second premium to W. F. Neely, Ottawa.....2 00

Best trio Black Spanish:

First premium to A. M. Brown, Aurora.....4 00

Second premium to A. M. Brown, Aurora.....2 00

Best trio White Leghorns:

First premium to E. Denney, Aurora.....4 00

Second premium to Harvey L. Brown, Peru.....2 00

Best trio Silver Spangled Hamburgs:

First premium to James M. Wills, Bloomington.....4 00

Best trio White Polands:

First premium to James M. Wills, Bloomington.....4 00

Best trio White-crested Black Polands:

First premium to Jas. M. Wills, Bloomington.....4 00

Best trio Golden Spangled Polands:

First premium to E. Denney, Aurora.....4 00

Best trio Silver Spangled Polands:

First premium to Jas. M. Wills, Bloomington.....4 00

Best trio Black Breasted Games:

First premium to A. M. Brown, Aurora.....4 00

Second premium to A. M. Brown, Aurora.....2 00

Best trio Houdans:

First premium to Jas. M. Wills, Bloomington.....4 00

Second premium to Jas. M. Wills, Bloomington.....2 00

**Best trio Bantams, of any kind:**

First premium to Wm. F. Neely, Ottawa .....	\$4 00
Second premium to A. M. Brown, Aurora .....	2 00

**Best trio Guinea Fowls:**

First premium to Jas. M. Wills, Bloomington .....	4 00
Second premium to A. M. Ebersalls, Ottawa .....	2 00

**LOT 44—TURKEYS, GEESE AND DUCKS.****Best pair Bronze Turkeys:**

First premium to W. F. Neely, Ottawa .....	\$4 00
Second premium to Jas. M. Wills, Bloomington .....	2 00

**Best pair White Turkeys:**

First premium to W. F. Neely, Ottawa .....	4 00
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**Best pair China Geese:**

First premium to M. B. Lockwood, Peru .....	4 00
Second premium to Mrs. Wm. Horton, Marsailles .....	2 00

**Best pair Rowen Ducks:**

First premium to Jas. M. Wills, Bloomington .....	4 00
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**Best pair Cayuga Ducks:**

First premium to Jas. M. Wills, Bloomington .....	4 00
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**Best collection Poultry of all kinds—pure breeds:**

First premium to Jas. M. Wills, Bloomington .....	10 00
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**Best and largest collection of Poultry:**

First premium to W. F. Neely, Ottawa .....	10 00
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*Awarding Committee.*—Wm. Richards, Knoxville; A. G. Robinson, Tonica; D. S. Lockwood, Streator; Phil. M. Springer, Springfield.

**CLASS F—MECHANIC ARTS.****SECTION I.**

M. C. GOLTRA, *Superintendent.*

**LOT 45—LIGHT MACHINES AND HORTICULTURAL IMPLEMENTS.****Best Dog Power:**

Premium to W. P. Emmert, Freeport .....	Silver Medal.
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**Best Meat Cutter:**

Premium to Peters, Hunter & Co., Fort Dodge, Iowa .....	Silver Medal.
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*Awarding Committee.*—James O'Donald, Clinton; Stephen Dunlap, Jacksonville; O. Clark, Rockford; T. Harrison, Belleville.

**LOT 46—STOVES, CASTINGS AND WORKED METALS.****Best Heating Stove for Coal:**

Premium to M. A. & S. E. Deway, Ottawa .....	Silver Medal.
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**Best display of Table Cutlery:**

Premium to Western Cutlery Co., Ottawa .....	Silver Medal.
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**Best display of Mechanical Tools and Cutlery:**

Premium to M. S. Hendricks, Aurora .....	Silver Medal.
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**Best Silver Plating:**

Premium to Aurora Silver Plating Co., Aurora .....	Silver Medal.
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*Awarding Committee.*—James O'Donald, Clinton; Stephen Dunlap, Jacksonville; T. Harrison, Belleville; O. Clark, Rockford.

## LOT 47—HOUSEHOLD FURNITURE.

Washboard, Illinois manufacture: Premium to J. S. Cram, Chicago.....	Silver medal.
Best Churn, Illinois manufacture: Premium to J. S. Cram, Chicago.....	Silver medal.
Best Washing Machine: Premium to F. M. Ellis, Galva.....	Silver medal.
Best Wringer: Premium to Providence Tool Company, Providence, R. I.....	Silver medal.
Best Spring Bed Bottom: Premium to R. B. Lord, Quincy.....	Silver medal.
<i>Awarding Committee.</i> —James O'Donald, Clinton; Stephen Dunlap, Jacksonville; T. Harrison, Belleville; O. Clark, Rockford.	

## LOT 48—MANUFACTURES OF VARIOUS KINDS.

Best display of Pottery Ware of various kinds: Premium to H. and H. C. Fullerton, Hampton.....	Silver medal.
Best Carriage Harness: Premium to S. P. Couch, Ottawa.....	\$10 and Silver medal.
Best Single Buggy Harness: Premium to S. P. Couch, Ottawa.....	\$10 and Silver medal.
Best Gentlemen's Saddle: Premium to S. P. Couch, Ottawa.....	Silver medal.
Best specimens Horse Collars: Premium to Dunavan & Brunk, Dayton.....	Silver medal.
Best display of Bound Books, Illinois manufacture: Premium to Knickerbocker & Hoddler, Aurora.....	Silver medal.
Best display of Silver Ware: Premium to Aurora Silver-plating Co., Aurora.....	Silver medal.
Best display of Artificial Teeth: Premium to M. H. Winebrenner, Chicago.....	Silver medal.
Best display of Bar Soaps: Premium to H. D. Crane, Springfield.....	Silver medal.
<i>Awarding Committee.</i> —James O'Donald, Clinton; Peter Roberts, Franklin; Geo. M. Sargent, Moline.	

## CLASS F.—SECTION 2.

GEORGE EDMUNDS, JR., *Superintendent.*

## LOT 49—ENGINES, MACHINERY AND IMPLEMENTS.

Best Wind-mill and Pump for farm purposes: Premium to E. Stover & Bros., Freeport.....	\$10 and Silver medal.
Best Pump for Well: Premium to T. O. Jones, Galesburg.....	Silver medal.
Best Pump for Cisterns: Premium to J. W. Avery, Peoria.....	Silver medal.
Best Water Elevator, other than Pump: Premium to J. W. Avery, Peoria.....	Silver medal.
Portable Grist Mill for Farm use: Premium to Challenge Mill Company, Batavia.....	Silver medal.

Best Machine for making Open Ditch :	
Premium to M. O. Meiter, Mendota, Ill.....	Silver medal.
Best Machine for Opening Ditch for Tile :	
Premium to G. W. Neville & Co., Richmond, Va.....	\$20 and Silver medal.
Best implement for cutting up Corn Stalks and other rubbish, lying on the field, into suitable lengths to be plowed under :	
Premium to Parlin & Orendorff, Canton .....	Silver medal.
Best Potato Planter :	
Premium to Keystone Manufacturing Co., Sterling .....	Silver medal.
Best Portable Mill for Shelling and Grinding Corn :	
Premium to Challenge Mill Co., Batavia .....	Silver medal.
Best Hay Fork :	
Premium to A. Bowers, Dubuque, Iowa .....	Silver medal.
Best Hay Pitching Machine :	
Premium to Porter, Mason & Co., Ottawa.....	Silver medal.
Best Hay Gatherer :	
Premium to Porter, Mason & Co., Ottawa.....	Silver medal.
Best Stationary Hay Press :	
Premium to Comstock & Corey, Chicago.....	Silver medal.
Best Fanning Mill :	
Premium to C. E. Whitmore & Co., Quincy.....	Silver medal.
Best Clover Huller and Thresher :	
Premium to Ashland Machine Co., Ashland, Ohio.....	Silver medal.
Best Power Corn Sheller :	
Premium to Marseilles Manufacturing Co., Marseilles.....	Silver medal.
Best Hand Corn Sheller :	
Premium to Marseilles Manufacturing Co., Marseilles.....	Silver medal.
Best Hay and Straw Cutter :	
Premium to F. D. Sweetser, Ottawa.....	Silver medal.
Best Field Roller :	
Premium to R. Sandiford, Joliet.....	Silver medal.
Best Cattle Pump :	
Premium to G. B. Roe, Paine's Point.....	Silver medal.
Best Stump Puller :	
Premium to Phelps & Curyea, Ottawa .....	\$10 and Silver medal.
Best Grub Puller :	
Premium to Phelps & Curyea, Ottawa.....	\$10 and Silver medal.
Best Road-making Machine and Grader :	
Premium to Geo. H. N. Cushman, Ottawa.....	\$20 and Silver medal.
Best Mower Knife-Grinder :	
Premium to Connel & Sturgeon, Newark, Ohio.....	Silver medal.
Best Road-Scraper :	
Premium to W. P. Warren, Freedom.....	Silver medal.
Best Steaming Apparatus for Cooking Food for Stock :	
Premium to Anderson's Steamer Co., Kewanee.....	Silver medal.
Best Iron Fence and Gate :	
Premium to John Mayer, Ottawa .....	Silver medal.
Best Gate for Farm use :	
Premium to Jasper S. Jewett, Ottawa.....	Silver medal.
Best Portable Fence :	
Premium to J. F. Cherry, Carthage.....	Silver medal.
Best Hay and Cattle Scales for Farm use :	
Premium to Victor Scale Company, Moline .....	\$10 and Silver medal.
Best display of Carriages of various kinds :	
Premium to James Wiley, Wethersfield.....	\$20 and Silver medal.

<b>Best Two-horse Carriage:</b>	
Premium to James Wiley, Wethersfield.....	Silver medal.
<b>Best Top Buggy:</b>	
Premium to James Wiley, Wethersfield.....	Silver medal.
<b>Best Open Buggy:</b>	
Premium to James Wiley, Wethersfield.....	Silver medal.
<b>Best skeleton Wagon:</b>	
Premium to Francis Kidney, La Claire.....	Silver medal.
<b>Best Two-Horse Wagon:</b>	
Premium to Hill & Formhalls, Ottawa .....	\$10 and Silver medal.
<b>Best Spring Wagon:</b>	
Premium to Moline Wagon Co., Moline. ....	\$5 and Silver medal.
<b>Best Wheelbarrow:</b>	
Premium to C. R. Hight, Genoa.....	Silver medal.
<i>Awarding Committee.</i> —W. C. Hooker, Joseph M. Bell, John Blackwood, L. L. Hayworth, E. P. McClure.	

## CLASS G—FARM PRODUCTS.

D. T. PARKER, *Superintendent.*

### LOT 54—GRAIN AND SEEDS.

<b>Best bushel white winter wheat:</b>	
First premium to John Lyerlee, Jonesboro .....	\$10
Second premium to John Lyerlee, Jonesboro.....	5
<b>Best bushel red winter wheat:</b>	
First premium to John Lyerlee, Jonesboro.....	10
Second premium to John Lyerlee, Jonesboro.....	5
<b>Best bushel red spring wheat:</b>	
First premium to Geo. T. Haskell, Rockford.....	10
Second premium to P. A. Marsh, New Milford.....	5
<b>Best bushel of rye:</b>	
First premium to John Cox, Ottawa.....	5
Second premium to G. T. Haskell, Rockford.....	3
<b>Best bushel of oats:</b>	
First premium to H. D. Olmstead & Sons, Freedom.....	5
Second premium to J. B. Warlow, Danvers.....	3
<b>Best bushel of spring barley:</b>	
First premium to G. T. Haskell, Rockford .....	5
Second premium to P. A. Marsh, New Milford.....	3
<b>Best bushel (in ear) white Indian corn:</b>	
First premium to Wm. Hodge, Morris .....	10
Second premium to Harvey L. Brown, Peru.....	5
<b>Best bushel (in ear) yellow Indian corn:</b>	
First premium to M. G. Cameron, Harristown .....	10
Second premium to Wm. Sanders, Harristown.....	5
<b>Best five stalks of corn:</b>	
First premium to Wm. Hodge, Morris.....	2
Second premium to A. M. Ebersoll, Ottawa.....	1
<b>Best bushel buckwheat:</b>	
First premium to Wm. Poole, Freedom.....	5
Second premium to A. M. Ebersoll, Ottawa.....	2
<b>Best bushel timothy seed:</b>	
First premium to J. L. Shorthose, Danvers.....	5
Second premium to G. T. Haskell, Rockford.....	2

<b>Best bushel clover seed :</b>	
First premium to J. L. Shorthose, Danvers .....	\$5
Second premium to W. H. H. Holdridge, Tonica .....	2
<b>Best bushel blue grass seed :</b>	
First premium to G. T. Haskell, Rockford .....	5
<b>Best bushel orchard seed :</b>	
First premium to G. T. Haskell, Rockford .....	5
<b>Best bushel lucern seed :</b>	
First premium to G. T. Haskell, Rockford .....	5
<i>Awarding Committee.</i> —T. F. Bouton, Jonesboro ; H. S. Street, Kankakee ; J. C. Moore, Collinsville ; John Cox, Freedom ; B. H. Purcell, South Hampton.	

#### LOT 55—VEGETABLES.

<b>Best bushel early Irish potatoes :</b>	
First premium to P. A. Marsh, New Milford .....	\$10
Second premium to E. C. Hathaway, Ottawa .....	4
<b>Best bushel late Irish potatoes :</b>	
First premium to David Goudle, Oswego .....	10
<b>Best bushel sweet potatoes :</b>	
First premium to E. C. Hathaway, Ottawa .....	5
Second premium to G. L. Thompson, Ottawa .....	2
<b>Best bushel onions :</b>	
First premium to Geo. T. Haskell, Rockford .....	4
Second premium to P. A. Marsh, New Milford .....	2
<b>Best bushel beets for table use :</b>	
First premium to G. T. Haskell, Rockford .....	4
Second premium to G. L. Thompson, Ottawa .....	2
<b>Best bushel mangel wurzel :</b>	
First premium to H. D. Olmstead, Freedom .....	4
Second premium to G. L. Thompson, Ottawa .....	2
<b>Best bushel parsnips for table use :</b>	
First premium to E. C. Hathaway, Ottawa .....	4
Second premium to G. L. Thompson, Ottawa .....	2
<b>Best twelve stalks celery :</b>	
First premium to Val. Zimmerman, Morris .....	4
Second premium to G. L. Thompson .....	2
<b>Best six heads of cabbage :</b>	
First premium to S. V. Malcomb, Morris .....	4
Second premium to Geo. T. Haskell, Rockford .....	2
<b>Best half bushel tomatoes :</b>	
First premium to E. C. Hathaway, Ottawa .....	4
Second premium to H. D. Olmstead & Sons, Freedom .....	2
<b>Best half bushel white field beans :</b>	
First premium to Miller & Powell, Beecher .....	5
Second premium to M. L. Dunlap & Sons, Champaign .....	2
<b>Best peck Lima beans :</b>	
First premium to G. T. Haskell, Rockford .....	4
<b>Best and greatest variety of garden peas, not less than one quart each :</b>	
First premium to G. T. Haskell, Rockford .....	2
<b>Best lot of pumpkins :</b>	
First premium to G. T. Haskell, Rockford .....	2
<b>Best lot of watermelons, one dozen :</b>	
First premium to Fielding Hearnhill, Newark .....	5
Second premium to L. J. Hager, Utica .....	2
<b>Best lot of muskmelons :</b>	
First premium to E. C. Hathaway, Ottawa .....	5
Second premium to S. V. Malcomb, Morris .....	2

**Best Mangel carrots:**

First premium to G. T. Haskell, Rockford.....

**Best six egg plant fruit:**

First premium to E. C. Hathaway, Ottawa.....

Second premium to C. H. Force, Ottawa.....

**Best and greatest variety of vegetables, samples separate from the foregoing, by any one person:**

First premium to G. T. Haskell, Rockford.....

Second premium to E. C. Hathaway, Ottawa.....

**Best and greatest variety of garden seeds raised in Illinois, named:**

First premium to G. T. Haskell, Rockford.....

**Best sample of tobacco, on the stalk, not less than ten pounds:**

First premium to S. V. Malcomb, Morris.....

*Awarding Committee.*—H. S. Street, Sterling; S. D. Wright, Somonauk; Jas. A. Hosack, Champaign; J. C. Butterfield, Freedom; A. Riddle, Lacon.

**LOT 56—SWEEPSTAKES ON GRAIN, GRASS SEEDS AND VEGETABLES.****Best and largest collection of farm products, exhibited by any one individual:**

First premium to G. T. Haskell, Rockford.....

**Best and largest collection of garden products, exhibited by any one individual:**

First premium to G. T. Haskell, Rockford.....

Second premium to E. C. Hathaway, Ottawa.....

*Awarding Committee.*—A. Riddle, Lacon; J. C. Butterfield, Freedom; H. S. Street, Sterling.

**LOT 57—BUTTER, CHEESE, ETC.****Best ten pounds Indian Corn Starch:**

First premium to P. McGinness, Ottawa.....

**Best twenty-five pounds of Butter, in tub or firkin, made during the year:**

First premium to Mrs. Hugh McClure, Freedom.....

Second premium to Mrs. P. C. Watts, Ottawa.....

**Best twenty pounds of Butter made in May or June:**

Mrs. Wm. Poole, Freedom.....

Mrs. Wm. Horter, Marsailles.....

**Best ten pounds of fresh Butter, in roll:**

First premium to Mrs. Christopher Kenny, Ottawa.....

Second premium to Mrs. John Cox, Ottawa.....

**Best Cheese, one year old or over**

First premium to Somonauk Manufacturing Company, Somonauk.....

Second premium to Somonauk Manufacturing Company, Somonauk.....

**Best cured Cheese, under one year old:**

First premium to Somonauk Manufacturing Company, Somonauk.....

Second premium to Somonauk Manufacturing Company, Somonauk.....

**Best new Cheese:**

First premium to Somonauk Manufacturing Company, Somonauk.....

Second premium to J. H. Gage, Undina.....

**Best ten pounds of Honey:**

First premium to Southworth &amp; Co., Odell.....

Second premium to S. B. Ledgewood, Forrest.....

**Best two loaves of Wheat Bread, made with hop yeast:**

First premium to Mrs. Wm. Poole, Freedom.....

Second premium to Celia M. Weston, Utica.....

**Best two loaves of Wheat Bread, made with milk raising:**

First premium to Mrs. Daniel Beck, Tonica.....

**Best two loaves of Bread, made of unbolted flour:**

First premium to Mrs. L. L. Haward, Decatur.....

<b>Best two loaves of Eye Bread :</b>	
First premium to Mrs. John Cox, Ottawa.....	\$6
Second premium to Annie Gansel, Hyde Park.....	4
<b>Best two loaves of Corn Bread :</b>	
First premium to Mrs. W. H. Ewing, Livonia.....	6
<b>Best Sponge Cake :</b>	
First premium to Mrs. L. L. Haworth, Decatur.....	4
Second premium to Mrs. W. H. Ewing, Livonia.....	2
<b>Best Snow Cake :</b>	
First premium to Miss L. Halstead, Decatur.....	4
Second premium to Mrs. C. C. Hathaway, Ottawa.....	2
<b>Best Pound Cake :</b>	
First premium to Mrs. Daniel Beck, Livonia.....	4
Second premium to Mrs. W. H. Ewing, Livonia.....	2
<b>Best Jelly Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Miss Julia A. Murphy, Milmine.....	2
<b>Best Fruit Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Miss Julia A. Murphy, Milmine.....	2
<b>Best Silver Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Mrs. J. Nearing, Farm Ridge.....	2
<b>Best Gold Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Miss Julia A. Murphy, Milmine.....	2
<b>Best Nut-Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Miss Julia A. Murphy, Milmine.....	2
<b>Best Doughnuts :</b>	
First premium to Mrs. J. Nearing, Farm Ridge.....	4
Second premium to Mrs. W. H. Ewing, Livonia.....	2
<b>Best Ginger Cake :</b>	
First premium to Miss Mary L. Halstead, Decatur.....	4
Second premium to Mrs. L. L. Haworth, Decatur.....	2
<b>Best quart of Sorghum Molasses :</b>	
First premium to D. L. Lech, Hennepin.....	3
Second premium to A. M. Ebersoll, Ottawa.....	2
<i>Awarding Committee.</i> —Mrs. C. W. Sanford, Chicago ; G. H. Mannon, Rockford ; T. F. Bouton, Jonesboro ; J. C. Moore, Collinsville.	

## CLASS H—HORTICULTURE.

A. H. DOLTON, *Superintendent.*

### LOT 58—TREES AND APPLES.

<b>Best display of Hardy Evergreen Trees—a variety from Nursery :</b>	
First premium to O. M. Coleman, Bloomington.....	\$25
Second premium to A. Bryant, Jr., Princeton.....	15
<b>Best collection of Apples—not less than 25 varieties :</b>	
First premium to M. L. Dunlap & Sons, Champaign.....	25
Second premium to Elvathan W. Jones, Wilmington.....	15



**Best ten varieties of Apples for Southern Illinois :**

- First premium to W. C. Flagg, Moro.....  
 Second premium to M. L. Dunlap & Sons, Champaign.....

**Best variety of Apples for Northern Illinois :**

- First premium to S. G. Minkler, Oswego.....  
 Second premium to M. L. Dunlap & Sons.....

**Best ten varieties of Apples for Central Illinois :**

- First premium to M. L. Dunlap & Sons.....  
 Second premium to L. T. Clark, Onarga.....

**Best Siberian Crab Apples :**

- First premium to S. G. Minkler, Oswego.....

**Best collection of Summer, Fall and Winter Apples, by farmer or amateur :**

- First premium to W. C. Flagg, Moro.....  
 Second premium to W. H. Hansen, Franklin Grove.....

*Awarding Committee.*—W. T. Nelson, Wilmington; J. C. Scripps, Rushville; K. K. Jones, Quincy  
 W. H. Mann, Gilman; L. Bancroft, Pontiac.

**LOT 59—PEARS, PLUMS, GRAPES, ETC.****Best collection of Pears, by farmer or amateur :**

- First premium to W. H. H. Holdridge, Tonica.....  
 Second premium to Wm. H. Hansen, Franklin Grove.....

**Best collection of Peaches, by farmer or amateur :**

- First premium to E. O. Freeman, South Pass.....  
 Second premium to W. C. Flagg, Moro.....

**Best collection of Pears, the production of this State :**

- First premium to W. C. Flagg, Moro.....  
 Second premium to W. H. H. Holdridge, Tonica.....

**Best collection of Autumn Pears, not less than six varieties, the product of this State :**

- First premium to W. H. H. Holdridge, Tonica.....  
 Second premium to W. C. Flagg, Moro.....

**Best six Seedling Peaches :**

- First premium to C. T. Farrell, South Pass.....

**Best collection of Plums :**

- First premium to Winright Willis, DuPage.....

**Best twelve specimens of Quinces :**

- First premium to E. O. Freeman, South Pass.....  
 Second premium to Elnathan W. Jones, Wilmington.....

**Best collection of Native cultivated Grapes, not less than six bunches of each variety :**

- First premium to A. H. Dolton, Dolton Station.....  
 Second premium to M. L. Dunlap & Sons, Champaign.....

**Best Early Grapes, not less than six bunches each :**

- First premium to A. H. Dolton, Dolton Station.....  
 Second premium to M. L. Dunlap & Sons, Champaign.....

**Best three varieties of Late Grapes, for table use, not less than three bunches of each :**

- First premium to M. L. Dunlap & Sons, Champaign.....

**Best three varieties of Wine Grapes, not less than six bunches each :**

- First premium to Jackson Burt, Champaign.....  
 Second premium to A. H. Dolton, Dolton Station.....

**Best single variety of Native Grapes, not in general cultivation, not less than six bunches :**

- First premium to L. T. Clarke, Onarga.....

*Awarding Committee.*—W. T. Nelson, Wilmington; J. C. Scripps, Rushville; W. H. Mann, Gilman; K. K. Jones, Quincy; L. Bancroft, Pontiac.

LOT 60—CANNED AND PRESERVED FRUITS, JELLIES, AND PICKLES.

Best Crab Apple Preserves:	
First premium to Mrs. Wm. Horton, Marseilles.....	\$3
Best Crab Apple Jelly:	
First premium to Mrs. L. L. Haworth, Decatur.....	2
Best Plum Jelly:	
First premium to Mrs. Wm. Horton, Marseilles.....	2
Best Quince Jelly:	
First premium to Mrs. L. L. Haworth, Decatur.....	2
Best Apple Jelly:	
First premium to Mrs. L. L. Haworth, Decatur.....	2
Best Currant Jelly:	
First premium to Mrs. Wm. Horton, Marseilles.....	2
Best Grape Jelly:	
First premium to Mrs. L. L. Haworth, Decatur.....	2
Best Peach Jelly:	
First premium to Mrs. Wm. Horton, Marseilles.....	2
Best display of Canned Peaches:	
First premium to Mrs. W. C. Flagg, Moro.....	5
Best display of Canned Pears:	
First premium to Mrs. W. C. Flagg, Moro.....	5
Second premium to Mrs. L. L. Haworth, Decatur.....	3
Best Canned Cherries:	
First premium to W. Willis, DuPage.....	4
Second premium to Mrs. W. C. Flagg, Moro.....	2
Best display of Canned Currants, 1872:	
Premium to W. Willis, DuPage.....	4
Best display of Canned Gooseberries, 1872:	
First premium to W. C. Flagg, Moro.....	4
Second premium to Mrs. L. C. Wright, Farm Ridge.....	2
Best display of Canned Raspberries, 1872:	
First premium to W. C. Flagg, Moro.....	4
Second premium to W. Willis, DuPage.....	2
Best display of Canned Strawberries, 1872:	
Premium to W. C. Flagg, Moro.....	4
Best display of Fresh Fruits, in cans or glass, distinct from the foregoing:	
Premium to W. Willis, DuPage.....	8
Best Canned Tomatoes:	
First premium to W. C. Flagg, Moro.....	4
Second premium to Mrs. L. C. Wright, Farm Ridge.....	2
Best Preserved Peaches:	
Premium to Mrs. Wm. Horton, Marseilles.....	2
Best Preserved Plums:	
Premium to Mrs. Wm. Horton, Marseilles.....	2
Best Preserved Apples:	
Premium to Mrs. Wm. Horton, Marseilles.....	2
Best Preserved Watermelons:	
Premium to Mrs. Wm. Horton, Marseilles.....	2
Best Preserved Grapes:	
Premium to Mrs. Wm. Horton, Marseilles.....	2
Best Peach Butter:	
Premium to Mrs. David Beck, Livonia.....	2

**Best Apple Butter :**

Premium to Mrs. W. C. Flagg, Moro.....

**Best Raspberry Jam :**

Premium to Mrs. Wm. Horton, Marseilles.....

**Best Plum Jam :**

Premium to Mrs. Wm. Horton, Marseilles.....

**Best Cherry Jam :**

Premium to Mrs. Wm. Horton, Marseilles.....

**Best Blackberry Jam :**

Premium to Mrs. W. C. Flagg, Moro.....

**Best Pickled Peaches :**

First premium to Mrs. Mary L. Halstead, Decatur.....

Second premium to Mrs. Wm. Horton, Marseilles.....

**Best Pickled Pears :**

Premium to Miss Mary L. Halstead, Decatur.....

**Best Pickled Grapes :**

Premium to Miss Mary L. Halstead, Decatur.....

**Best Pickled Cabbage :**

First premium to Mrs. F. M. Hall, Tonica.....

Second premium to Miss Mary L. Halstead, Decatur.....

**Best Tomato Catsup :**

First premium to Mrs. W. H. Ewing, Livonia.....

Second premium to Mrs. Wm. Horton, Marseilles.....

*Awarding Committee.*—Mrs. Z. A. Neff, Mrs. A. H. Dolton, Mrs. W. M. Beatty.**LOT 61—FLOWERS AND PLANTS.****Best collection of Greenhouse Plants, with greatest number of varieties in bloom :**

First premium to F. K. Phoenix, Bloomington.....

Second premium to J. R. &amp; A. Bather, Clinton, Iowa.....

**Best collection of Double Fuchsias, in bloom :**

Premium to J. R. &amp; A. Bather, Clinton, Iowa.....

**Best collection of Single Fuchsias, in bloom :**

Premium to S. R. &amp; A. Bather, Clinton, Iowa.....

**Best collection of Panicles :**

Premium to Geo. F. Haskell &amp; Co., Rockford.....

**Best collection of Double Petunias :**

Premium to Geo. F. Haskell &amp; Co., Rockford.....

**Best collection of Single Petunias :**

Premium to F. K. Phoenix, Bloomington.....

**Best collection of Phlox Drummondii :**

First premium to Geo. F. Haskell &amp; Co., Rockford.....

Second premium to Jas. Vick, Rochester, N. Y.....

**Best collection of Japan Pinks :**

First premium to Geo. F. Haskell &amp; Co., Rockford.....

Second premium to J. R. &amp; A. Bather, Clinton, Iowa.....

**Best collection of Antirrhinums :**

Premium to G. F. Haskell &amp; Co., Rockford.....

**Best collection of Perennial Phlox :**

Premium to Jas. Vick, Rochester, N. Y.....

**Best collection of Verbenas :**

First premium to J. R. &amp; A. Bather, Clinton, Iowa.....

Second premium to Miss Kate Bruah, Ottawa.....

<b>Best collection of Asters :</b>	
First premium to Jas. Vick, Rochester, N. Y.....	\$5
Second premium to Geo. F. Haskell & Co., Rockford.....	3
<b>Best collection of Everlastings :</b>	
Premium to H. S. Hackman, Peru.....	3
<b>Best collection of Dahlias—named :</b>	
First premium to Jas. Vick, Rochester, N. Y.....	5
Second premium to J. R. & A. Bather, Clinton, Iowa.....	3
<b>Best collection eighteen Dahlias, dissimilar blooms :</b>	
Premium to L. Ellsworth & Co., Naperville.....	5
<b>Best collection of six Lilliputs :</b>	
Premium to Jas. Vick, Rochester, N. Y.....	5
<b>Best collection of Gladioli :</b>	
Premium to Jas. Vick, Rochester, N. Y.....	10
<b>Best collection of Japan Lillies :</b>	
First premium to Jas. Vick, Rochester, N. Y.....	5
Second premium to F. K. Phoenix, Bloomington.....	3
<b>Best collection of Cut Roses :</b>	
Premium to L. Ellsworth & Co., Naperville.....	10
<b>Best collection of Bourbon, Noisette, and Bengal Roses :</b>	
Premium to L. Ellsworth & Co., Naperville.....	5
<b>Best twelve Roses, in pots, in bloom :</b>	
Premium to J. R. & A. Bather, Clinton, Iowa.....	5
<b>Best collection of Cut Flowers, named :</b>	
First premium to Jas. Vick, Rochester, N. Y.....	10
Second premium to J. R. & A. Bather, Clinton, Iowa.....	5
<b>Best collection of Cut Flowers, without names :</b>	
Premium to G. F. Haskell & Co., Rockford.....	5
<b>Best pair Hanging Vases of Plants :</b>	
Premium to H. S. Hackman, Peru.....	5
<b>Best single Hanging Vase of Plants :</b>	
Premium to H. S. Hackman, Peru.....	3
<b>Best collection of Foliaged Plants :</b>	
First premium to J. R. & A. Bather, Clinton, Iowa.....	5
Second premium to Chas. Snow, Ottawa.....	3
<i>Awarding Committee.</i> —Horace R. Wood, New Lenox; Mrs. C. R. Shaver, Ottawa; Mrs. G. W. Stone, Princeton.	

#### LOT 62—FLORAL DESIGNS, BOQUETS, ETC.

<b>Best Floral Temple :</b>	
Premium to F. K. Phoenix, Bloomington.....	\$10
<b>Best Floral Design of Dahlias :</b>	
Premium to Geo. F. Haskell & Co., Rockford.....	5
<b>Best Floral Wreath :</b>	
Premium to J. Teal, Marseilles.....	5
<b>Best Floral Design of Everlastings :</b>	
Premium to Mrs. A. Woodford, Rock Falls.....	5
<b>Best pair Flat Hand Boquets :</b>	
Premium to F. K. Phoenix, Bloomington.....	5
<b>Best pair Round Hand Boquets :</b>	
First premium to F. K. Phoenix, Bloomington.....	5
Second premium to Geo. F. Haskell & Co., Rockford.....	3
<b>Best pair Baskets of Cut Flowers :</b>	
First premium to F. K. Phoenix, Bloomington.....	5
Second premium to Geo. F. Haskell & Co., Rockford.....	3

Best winter baskets of Flowers, Leaves, and Mosses:

Premium to Mrs. B. Kellerman, Chicago.....

Best pair Winter Boquets:

Premium to Mrs. B. Kellerman, Chicago.....

Best collection of Plants, Flowers, etc., grown by one person, or firm, distinct from foregoing:

First premium to J. R. & A. Bather, Clinton, Iowa.....

Second premium to F. K. Phenix, Bloomington.....

*Awarding Committee.*—Horace R. Wood, New Lenox; Mrs. C. R. Shaver, Ottawa; Mrs. G. W. Sten  
Princeton.

## CLASS I—FINE ARTS.

A. H. DOLTON, *Superintendent.*

### LOT 64—SCULPTURE, PAINTING, DRAWING, ETC.

Best Portrait in oil:

Premium to R. A. Clifford, Ottawa.....Silver med

Best Fancy Painting in oil:

Premium to L. Coldewe & Son, Princeton.....Silver med

Best collection of Oil Paintings, not less than five:

First premium to R. A. Clifford, Ottawa.....

Second premium to L. Coldewe & Son, Princeton.....

Best collection of Chromos, not less than five:

Premium to Mrs. L. Bowman, Ottawa.....

Best Portrait in Crayon:

Premium to Miss Mary Johnson, Mendota.....Silver med

Best Plain Photograph:

Premium to W. E. Bowman, Ottawa.....Silver med

Best Photograph, in India Ink:

Premium to M. Costelle Edgerly, Granville.....Silver med

Best collection of Stereoscopic Views:

Premium to Clark, Lake & Co., Rockford.....Silver med

Best Pencil Drawing by Girl under 15:

Premium to Miss Minnie Beatty, Jacksonville.....Silver med

Best Imitations of Wood and Marble:

Premium to F. H. Stiger, Ottawa.....Silver med

Best Imitation of Fruits:

Premium to H. J. Colby, Wheaton.....Silver med

Best Typography:

Premium to R. F. Keyes & Co., Joliet.....Silver med

*Awarding Committee.*—Henry H. McAfee, Freeport; Elmer Baldwin, Farm Ridge; Brune Gam  
Hyde Park.

## CLASS K—TEXTILE FABRICS AND SEWING AND KNITTING MACHINES.

C. W. WEBSTER, *Superintendent.*

### LOT 66—MILL FABRICS.

Best piece all-wool Plain Cloth, not less than ten yards :	
Premium to J. G. Stolp, Aurora.....	Silver medal.
Best piece of all-wool Cassimere :	
Premium to J. G. Stolp, Aurora.....	Silver medal.
Best display of all-wool Plain Cloths, Illinois manufacture :	
Premium to J. G. Stolp, Aurora.....	\$10 and Silver medal.
Best display of all-wool Cassimere, Illinois manufacture :	
Premium to J. G. Stolp, Aurora.....	\$10 and Silver medal.
Best piece all-wool Flannel :	
Premium to J. G. Stolp, Aurora.....	\$5 and Silver medal.
Best 12 pairs of matched Knit Socks :	
Premium to J. G. Stolp, Aurora.....	\$5 and Silver medal.
<i>Awarding Committee.</i> —Wm. M. Smith, Lexington ; W. H. Van Epps, Dixon ; Jephtha Dunlap, Jacksonville.	

### LOT 67—HOUSEHOLD FABRICS.

Best pair all-wool Blankets :	
First premium to Mrs. J. Nearing, Kenney.....	\$10
Best display of Yarns :	
First premium to Mrs. J. Nearing, Kenney.....	5
Best pair of Men's Socks :	
First premium to Mrs. J. Nearing, Kenney.....	5
Second premium to Mrs. L. L. Haworth, Decatur.....	3
Best pair of Ladies' Stockings :	
First premium to Mrs. E. McCreedy, Freedom.....	5
Second premium to Mrs. Frances Bates, Providence.....	3
Best pair of Mittens :	
First premium to Mrs. L. L. Haworth, Decatur.....	5
Second premium to Mrs. J. Nearing, Kenney.....	3
Best Coverlet :	
First premium to Mrs. W. M. Beatty, Jacksonville.....	5
Second premium to Mrs. J. Nearing, Kenney.....	3
Best piece of Plain Linsey :	
First premium to Mrs. J. Nearing, Kenney.....	5
Second premium to Mrs. Wm. Poole, Freedom.....	3
Best piece of Plaid Linsey :	
First premium to Mrs. J. Nearing, Kenney.....	\$5 and Silver medal.
Best Carpet :	
First premium to C. W. Horn, Ottawa.....	\$5 and Silver medal.
Best Rag Carpet :	
First premium to Mrs. A. Woodford, Rock Falls.....	\$5 and Silver medal.
Best Fancy Rug :	
First premium to Mrs. D. W. Vittum, Canton.....	\$5
Best display of Linen Goods :	
First premium to Mrs. J. Nearing, Kenney.....	10
Best Flax Sewing Thread :	
First premium to Mrs. J. Nearing, Kenney.....	5

- Best specimen of prepared Flax for Spinning Thread :  
 Premium to Mrs. J. Nearing, Kenney.....
- Best specimen of Flax Thread for weaving into linen :  
 Premium to Mrs. J. Nearing, Kenney.....
- Best Carpet Warp :  
 Premium to Mrs. J. Nearing, Kenney.....
- Best display of Millinery and Mantua-maker's Work :  
 Premium to Mrs. E. Gregg, Ottawa..... Silver medal
- Best display of Ladies' and Gent's Boots and Shoes :  
 Premium to Daniel Leahy, Ottawa..... Silver medal
- Awarding Committee.*—George W. Stone, Princeton ; Mrs. D. W. Vittum, Canton ; Mrs. W. Clark Mendota ; Mrs. L. L. Haworth, Decatur.

#### LOT 68—NEEDLE WORK.

- Best plain knitting :  
 First premium to Mrs. L. L. Haworth, Decatur.....  
 Second premium to Hulbert and Woodhead Chicago.....  
 Third premium to Mrs. J. Nearing, Kenney.....
- Best plain Sewing, embracing the different stitches used in household sewing and repairing :  
 First premium to Mrs. J. Nearing, Kenney.....  
 Second premium to Mrs. E. C. Hathaway, Ottawa.....  
 Third premium to Mrs. A. E. Knox, Bureau Junction.....
- Same by child under 12 years of age :  
 First premium to W. C. Flagg, Moro.....  
 Second premium to Miss Bertha Bitterly, Ottawa.....  
 Third premium to Miss Cora M. Ford, Ottawa.....
- Best Tidy, by child under 12 years of age :  
 First premium to Mrs. J. Nearing, Kenney.....  
 Second premium to Miss Ida Slocum, Canton.....  
 Third premium to Miss Minnie Beatty, Jacksonville.....
- Best worked collar by child under 12 years of age :  
 Premium to Mrs. J. Nearing, Kenney.....
- Best sample Crochet work :  
 First premium to Minnie Beck, Tonica.....  
 Second premium to Mrs. W. M. Beatty, Jacksonville.....  
 Third premium to Miss Lizzie Brant, Canton.....
- Best sample of Knitting work :  
 First premium to Miss Hellen Nitechaller, Ottawa.....  
 Second premium to Mrs. G. W. Davis, Ottawa.....  
 Third premium to Mrs. L. L. Haworth, Decatur.....
- Best and most tastefully executed Patch-work Quilt :  
 First premium to Miss Emma McCandless, Springfield.....  
 Second premium to Mrs. L. M. Whiting, Streator.....  
 Third premium to Miss Ella G. Fuller, Freedom.....
- Same by child under 12 years of age :  
 First premium to Mrs. J. Nearing, Kenney.....  
 Second premium to Miss Ella Fuller, Freedom.....
- Best White Domestic Coverlet :  
 First premium to Mrs. W. M. Beatty, Jacksonville.....  
 Second premium to Mrs. Wm. Horton, Marseilles.....
- Best Silk Quilt, not before exhibited :  
 First premium to Miss Jennie Woods, Streator.....  
 Second premium to Mary E. Breed, East Paw-Paw.....  
 Third premium to Miss Josie Woods, Streator.....
- Best Lace-work or Hem-stitching :  
 Premium to Mrs. L. L. Haworth, Decatur.....

<b>Best Transferred Embroidery :</b>	
Premium to Mrs. Wm. M. Beatty, Jacksonville.....	\$2
<b>Best specimen of Lady's Embroidered Slippers :</b>	
Premium to Miss Nellie Mills, Morris.....	2
<b>Best Worsted Embroidery :</b>	
First premium to Mr. Z. A. Waldron, Princeton.....	5
Second premium to Mrs. A. M. Garland, Springfield.....	3
Third premium to Miss Minnie Beatty, Jacksonville.....	2
<b>Best Needle-worked or Floss Embroidery :</b>	
First premium to Mrs. A. E. Knox, Bureau Junction.....	5
Second premium to Mrs. L. L. Haworth, Decatur.....	3
Third premium to Miss Clara Huff, Ottawa.....	2
<b>Best Silk Embroidery :</b>	
First premium to Mrs. S. Gregg, Ottawa.....	5
Second premium to Miss Nellie Temple, Chicago.....	3
Third premium to Miss Nellie Mills, Morris.....	2
<b>Best Ladies' Knit Silk Hose :</b>	
Premium to Mrs. J. Nearing, Kenney.....	2
<i>Awarding Committee.</i> —George W. Stone, Princeton ; Mrs. D. W. Vittum, Canton ; Mrs. W. Clark, Mendota.	

#### LOT 69—WAX, FEATHER AND HAIR WORK, &c.

<b>Best Sample of Work in Wax :</b>	
First premium to Miss Emma Stockmeyer, Chatsworth.....	\$2
Second premium to Miss Jenny Linton, Ottawa.....	1
<b>Best Sample of Work in Feathers :</b>	
Premium to Mrs. Mary Wells, Sandwich.....	2
<b>Best Sample of Work in Hair :</b>	
First premium to Mrs. E. Nichols.....	2
Second premium to Miss A. Ward, Ottawa.....	1
<b>Shell Work Wreath :</b>	
First premium to Miss Clara B. Breed, East Paw Paw.....	5
Second premium to Miss Clara B. Breed East Paw Paw.....	3
<b>Bead Work :</b>	
First premium to Miss Minnie Beatty, Jacksonville.....	2
Second premium to Miss Maggie Graham, Morris.....	1
<b>Agricultural Wreath :</b>	
First premium to Miss Emma Wignall, Marseilles.....	2
Second premium to J. Zeal, Marseilles.....	1
<i>Awarding Committee.</i> —George W. Stone, Princeton ; Mrs. D. W. Vittum, Canton ; Mrs. W. Clark, Mendota ; Mrs. L. L. Haworth, Decatur.	

### CLASS L—NATURAL HISTORY.

A. H. DOLTON, *Superintendent.*

#### LOT 71—BOTANY, GEOLOGY AND ZOOLOGY.

<b>Best Cabinet in Mineralogy suitable for the use of Schools :</b>	
Premium to D. Walker, Ottawa.....	\$25
<b>Best collection illustrating the Entomology of Illinois, suitable for use of Schools :</b>	
Premium to O. S. Westcott, Chicago.....	25
<b>Best collection of Woods of Illinois :</b>	
Premium to A. M. Ebersoll, Ottawa.....	30
<i>Awarding Committee.</i> —Henry H. McAfee, Freeport ; Elmer Baldwin, Farm Ridge ; Bruno Gansel, Hyde Park,	



## CLASS M—EQUESTRIANISM.

EMORY COBB AND JOHN P. REYNOLDS, *Superintendents.*

### LOT 72—LADIES' EQUESTRIANISM.

Best Exhibition of Equestrian Skill, by Lady:

First premium to Miss Jennie E. Wood, Earlville.....

Second premium to Miss Anna Dunlap, Bloomington.....

Third premium to Miss Flora Hallock, Kendall.....

### LOT 73—LADIES' DRIVING.

Best Exhibition of Skill in Driving, by Lady:

Premium to Miss Rachel Weedman, Farmer City.....

### LOT 74—BOYS' EQUESTRIANISM.

To the Boy, not over fourteen years, displaying the best Horsemanship, in the saddle:

First premium to Cassius Weedman, Farmer City.....

Second premium to Charles Ward, La Salle.....

Third premium to Dick Weedman, Farmer City.....

*Awarding Committee.*—Wm. M. Smith, Lexington; M. L. Dunlap, Champaign; S. R. Lewis, Ottawa

## MISCELLANEOUS AWARDS

MADE AT THE JANUARY MEETING, 1873, ON ARTICLES ENTERED AT THE FAIR OF 1872, AND NOT PROVIDED FOR IN THE PREMIUM LIST.

## CLASS F—MECHANIC ARTS.

### LOT No. 45.

Rustic Work:

D. S. Heffron, Chicago..... High Commendation

Garden Hoe:

Peter & Bro., Marshall, Michigan..... High Commendation

### LOT No. 46.

Malleable Iron Castings:

Malleable Iron Works, Moline..... Silver Medal

### LOT No. 47.

Model of Hay Press:

J. Briggs, Chicago..... High Commendation

Revolving Milk Safe:

S. N. Herlon, Elgin..... Silver Medal

### LOT No. 48.

Terra Cotta Ware:

D. S. Heffron, Chicago..... Commendation

Driving Whips:

S. P. Couch, Ottawa..... High Commendation

## LOT No. 49.

Carriage and Buggy Wheels :	
Woodburn Sarven Wheel Co., Indianapolis, Indiana.....	High Commendation.
Train Register :	
James Holland, Newton.....	High Commendation.

## LOT No. 53.

Order for Mower and Reaper Knives :	
W. N. Cochrane, Newark, Ohio.....	High Commendation.

## CLASS H—HORTICULTURE.

## LOT No. 60.

Rawberry Jelly :	
Mrs. L. C. Wright, Farm Ridge.....	High Commendation.

## CLASS I—FINE ARTS.

## LOT No. 64.

Specimens of Fresco Painting, &c.:	
F. H. Stiger, Ottawa.....	Silver Medal.
Penmanship and Designing :	
S. E. Ament, Aurora.....	High Commendation.
Work Picture :	
H. B. Bryant, Chicago.....	High Commendation.

## REPORT OF COMMITTEE TO EXAMINE FRUITS, AT FAIR OF 1872.

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The Committee to examine and report upon Fruits, found upon the tables a very fine show—much larger and finer than had been exhibited at the State Fair for several years—with few exceptions, all marked true to name.

For the best collection of Apples, not less than 25 varieties, there were five entries. M. L. Dunlap & Sons, Champaign, were awarded the first premium, and E. W. Jones, of Wilmington, the second premium.

For ten best varieties of Apples for Southern Illinois, there were three entries. W. C. Flagg, of Moro, received first premium. The varieties exhibited by him were, Maiden's Blush, Rambo, Jonathan, Yellow Bellflower, Smith's Cider, Ben Davis, Pryor's Red, Winesap, Newtown Pippin, Rawles' Janet. M. L. Dunlap & Sons were awarded the second premium, on the following varieties: Maiden's Blush, Rambo, Jonathan, White Pippin, Smith's Cider, Winesap, Ben Davis, Rome Beauty, Rawles' Janet, Willow Twig.

For best ten varieties for Northern Illinois, there were fourteen entries—all very fine—and mostly of the varieties above named—greatest difference being in Summer varieties. S. G. Minkler, Oswego, was awarded first premium on the following varieties.\* M. L. Dunlap & Sons were given the second premium on the following varieties: Keswick Codling, Maiden's Blush, Snow, Stanard, Jonathan, Ben Davis, Minkler, Dominie, Winesap, Willow Twig.

For best ten varieties for Central Illinois, there were five entries. M. L. Dunlap & Sons received the first premium on the following varieties: Maiden's Blush, Rambo, Stanard Jonathan, Smith's Cider, Ben Davis, Rome Beauty, Winesap, Willow Twig, Rawles' Janet. L. T. Clark was awarded second premium on the following varieties: Duchess of Oldenberg, Maiden's Blush, Snow, Stanard, Jonathan, Ben Davis, Willow Twig, Minkler, Janet, Winesap.

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\* List omitted by the Committee.—[Sgc'r.]

For best Siberian Crab Apples, there were two entries. S. G. Minckler was awarded the premium on the following varieties: Red, Yellow, Cherry, Transcendent, Montreal Beauty. He also exhibited about a dozen varieties of seedlings—one a large fine yellow, which the Committee considered worthy of notice.

In best collection of Summer, Fall and Winter Apples, by farmer or amateur, there were eight entries. W. C. Flagg was awarded first premium, and W. H. Hansen, second.

102 varieties of Apples were presented by E. Woodward & Co., and A. H. Veil & Co., Marengo. These generally were very fine specimens—though several were incorrectly named.

134 varieties were exhibited by W. C. Flagg—marked true to name—a very fine collection—a large number of which were extreme Southern varieties, which Mr. F. is testing.

D. B. Wier, of Lacon, showed a collection of Apples—mostly winter—all beautiful specimens, which the Committee think cannot be excelled in this State or out of it.

A. Bryant, Jr., Princeton, exhibited several specimens of Persimmons grown in his nursery.

For best collection of Pears, by farmer or amateur, there were four entries. W. H. H. Holdridge received first premium, and W. H. Hansen, second.

For best collection of Pears, the product of this State, there were four entries. W. C. Flagg was awarded the first premium, and W. H. H. Holdridge, second.

For best collection of Autumn Pears, there were two entries. W. H. H. Holdridge was awarded the first premium, on the following varieties: Bartlett, Flemish Beauty, Duchess, Seckle (very large), Buffum. W. C. Flagg received the second premium on the following varieties: Bartlett, Seckle, Sheldon, Duchess, Buerre de Anjou, Bon-bon.

Of Seedling Peaches there were two entries. The premium was awarded to C. T. Farrell, of South Pass.

The Committee noticed several lots of Apples, Pears, and other fruits, for which no owner was found—fruit not named. Some of the specimens were very good and worthy of notice.

W. T. NELSON,  
J. C. SCRIPPS,  
K. K. JONES,  
W. H. MANN,  
L. BANCROFT,

*Committee.*

FAIR GROUNDS, *September 20, 1872.*

## AWARDS ON FRUITS, WINES, CIDER, AND VINEGAR.

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### WINTER MEETING, 1873.

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**For the best Six Varieties of Winter Apples:**

First premium to S. G. Minkler, Oswego.....	\$10
Second premium to L. Francis, Springfield.....	5

**For the best two bottles of Delaware Wine:**

Premium to P. M. & E. K. Springer, Springfield.....	Silver Medal.
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**For the best two bottles Catawba Wine:**

Premium to P. M. & F. K. Springer, Springfield.....	Silver Medal.
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**For the best two bottles Concord Wine:**

Premium to P. M. & F. K. Springer, Springfield.....	Silver Medal.
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**For the best two bottles of Cider:**

Premium to P. M. & F. K. Springer, Springfield.....	Silver Medal.
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**For best two bottles of Vinegar;**

Premium to Hilliard & Son, Brighton.....	Silver Medal.
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A Silver Medal was voted to the Industrial University of Illinois, for its display of grain and vegetables.

## ENTRY OF GREEN FRUITS.

WINTER MEETING—JAN., 1873.

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### STATEMENT OF W. C. FLAGG.

I enter, as best six varieties of Winter Apples, in succession of ripening from early winter to early summer, the following, ripening this year in the following order:

*Smith's Cider*.—Tree a little subject to blight in some localities, though not with me. Very productive. Fruit almost invariably fair, and of good size and color: only good in quality.

*Pryor's Red*.—Vigorous, healthy and long-lived tree. Moderately productive. Fruit nearly always fair and quality best.

*Willow Twig*, (ripening prematurely this year).—Tree handsome, vigorous. Very productive. Fruit large, often not fair; quality good.

*Newtown Pippin*. Tree slow grower, long-lived, large and generally healthy. Moderately productive. Fruit scabs some seasons. Best in quality.

*Racle's Janet*.—Tree rather small, healthy, but short-lived from excessive fruitfulness. Fruit borne in clusters and tends to rot some seasons. Quality very good.

*Gilpin*.—Tree vigorous, irregular, short-lived, productive. Fruit generally fair. Small and only good in quality.

W. C. FLAGG.

MORO, MADISON CO., ILL.

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### STATEMENT OF H. J. DUNLAP.

List of six varieties of Apples, in order of ripening:

*Jonathan*.—December to February. Tree slow-grower; hardy, prolific. First quality.

*Rome Beauty*.—January to March. Tree moderate grower; hardy, prolific. Second quality.

*Ben Davis*.—February to April. Tree vigorous grower; hardy, prolific. Second quality.

*Winesap*.—February to April. Tree vigorous grower; hardy, prolific. First quality.

*White Pippin*.—February to April. Tree vigorous grower; hardy, prolific. First quality.

*Willow Twig*.—February to May. Tree vigorous grower; hardy, prolific. Second quality.

All the above are found to be profitable, prolific and hardy, from Cairo to Galena, and seem to be adapted to most soils.

H. J. DUNLAP.

CHAMPAIGN, ILL., Dec. 31, 1872.

#### STATEMENT OF L. C. FRANCIS.

I enter as best six varieties of Apples, in succession of ripening, the following, named in the order of ripening:

*Bellflower*.—A universal favorite, its flavor being unsurpassed. Tree hardy, though not a great bearer.

*Peck's Pleasant*.—A good bearer of fair-sized apples of No. 1 flavor. Tree hardy and a good grower.

*Ben Davis*.—A popular market variety; bears well; is a large, beautiful apple; flavor not equal to its looks. Tree appears hardy.

*Striped Pearmain*.—Comparatively unknown apple. It figures in the fruit books as the Large Striped Pearmain of Kentucky. After having given it a thorough trial, find it a prolific bearer of handsome, long-keeping apples, of good quality. Tree hardy.

*Winesap*.—We find it our most profitable variety; a good early bearer of good flavored fruit. Tree hardy.

*Janet King*.—A well known favorite, its long-keeping qualities recommending it wherever it is known. A prodigious bearer in alternate years. Tree medium for hardiness.

L. C. FRANCIS.

SPRINGFIELD, SANGAMON CO., ILL.

#### STATEMENT OF M. L. DUNLAP AND SONS.

We enter for competition six varieties of Apples, consisting of Yellow Bellflower, Ben Davis, Rome Beauty, Winkler, Winesap and Willow Twig.

*Yellow Bellflower*.—Medium size, yellow, and fine quality. They are ready for use by the 1st of December, and remain in good condition

until the middle of January. The tree is hardy, but not very productive; yet no family orchard should be without a few trees.

*Ben Davis.*—Follows the Bellflower in season for use; is a fine apple of good quality. Tree productive and hardy. One of the most profitable market apples.

*Rome Beauty.*—Large apple, of fine flavor; keeps through February. Tree an upright grower; bears young and is hardy.

*Minkler.*—An Illinois apple. Fruit of even size; quality good; excellent for cooking and eating. Tree strong grower, hardy and very productive. Season, February and March.

*Winesap.*—One of the best keepers. Not fit for use until March, and will keep until May. Rich, juicy, and is No. 1 in every respect. Tree has stood our hardest winters; bears well.

*Willow Twig.*—Will keep with the Little Romanite; is much larger and of better flavor. Tree of slow growth in the nursery, but vigorous in the orchard. Very productive.

M. L. DUNLAP & SONS.

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#### STATEMENT OF S. G. MINKLER.

I make the following entries as best six varieties of Winter Apples in succession of ripening, from early winter to early summer, and statement as to quality of fruit, and hardiness and productiveness of tree.

*Jonathan.*—Ahead of all early winter apples; one that will do to set before your friends. Quality, first. Season, December; will keep through January. Tree slow grower; makes a handsome head. Early bearer; fruit should be gathered early.

*Dominie.*—Quality, first; fruit fair size; good for dessert and culinary purposes. Season, January to March. Tree hardy in orchard; very productive. Tyler McMoeler calls this a cheap apple (probably on account of its productiveness.)

*Winesap.*—I am aware that this apple will meet with some opposition on account of its scabbing, in some localities, the last two years. But it is the apple that had the most votes of any apple in the State. I cannot condemn any variety for failing some times. The season is the longest of any one apple: from December to May. Quality, first for dessert and cooking and cider. Tree very hardy; productive.

*Minkler.*—Much sought after in the northern part of the State on account of the hardiness of tree, productiveness and late-keeping quality of fruit. Tree very hardy, and the strongest grower of any. Fruit good size; quality good; not acid enough for cooking. Season, January to May.



*Ben Davis*.—Tree handsome grower ; makes handsome orchard tree ; very hardy, early and abundant bearer. Fruit handsome ; good size ; saleable. Second quality. Season, April and May.

*Willow Twig*.—This is another apple of second quality, but the hardiness and productiveness of the tree, and the keeping qualities of the fruit, recommends to all orchard planters. Fruit good size ; quality fair. Should be barreled tight or buried to attain its best qualities ; keeps till apples come again.

The above selection is founded on many years of experience. Still, I am aware there are many varieties of greater excellence than some of them. But quality, productiveness and hardiness have to be combined. The above is my choice. The premium list does not state any division of the State, or whether it is meant for the whole State. But my list is for Northern Illinois. Samples will be sent by express, or by the hand of L. Ellsworth.

S. G. MINKLER.

OSWEGO, KENDALL CO., ILL.

#### STATEMENT OF SENECA WOOD.

The different varieties of Apples which I offer your Society for premium are the following, in their order of ripening, viz :

*Vandever*.—A fine, open, free-growing, hardy tree. Bears well ; fruit large ; always fair, good quality, and one of the best market apples for early winter.

*Belmont*.—Tree hardy ; profuse in bearing, and a No. 1 apple.

*Northern Spy*.—The hardiest and finest growing tree in the orchard. Rather tardy in bearing ; makes all up at maturity, and opens with the Janeting. Fruit large, usually fair ; a perfect beauty and always ready sale.

*Yellow Bellflower*.—Top-grafted, fine, and for market the very best.

*Ben Davis*.—Tree hardy ; bears early and full, and in market No. 1.

*Raule's Janet*.—Tree hardy ; bears early and immensely ; keeps well ; sells well ; and if properly grown, cannot be beat on the 4th of March.

SENECA WOOD.

SPRINGFIELD, SANGAMON CO., ILL.

## WINES, CIDER AND VINEGAR.

## STATEMENT BY PHIL. M. AND F. K. SPRINGER.

*Concord "A," 1870.*—The grapes from which this wine was made were gathered on the 7th of September, 1870. The next morning they were stemmed and mashed and put to ferment on the skins for forty-eight (48) hours, without the addition of either sugar or water. The juice was then drawn off without pressure, when the pomace was immediately subjected to sufficient pressure to produce nearly half as much juice as the quantity obtained without pressure. Both runnings were put together and then increased by the addition of sugar-water at the rate of three (3) gallons to six and one-half (6½) gallons of juice. The sugar-water was made in the proportion of 2 lbs. of white sugar to 1 gall. of water. The must was now allowed to ferment and work off at the bung-hole about two days, when a glass siphon was fastened in the bung and the fermentation continued through this. When the fermentation had nearly ceased, the siphon was removed and a spigot placed in the bung, and the whole thus left until the 4th of February, 1871. The wine was then found to be clear and bright. It was now racked off and then bunged up close again, to remain during the summer of 1871. On the 28th of January, 1872, it was again drawn off, and this time bottled and sealed.

*Catawba "D," 1870.*—Made October 25th, 1870. The grapes were pressed without stemming. The must was fermented from the start under pressure; that is, with a siphon attached to the bung. The wine was racked February 17, 1871, and again bunged close until January 16, 1872, when it was drawn off, bottled and sealed.

*Delaware "C," 1870.*—Made September 13, 1870. The grapes were well ripened. They were stemmed and mashed, and then fermented in the skins for thirty-six (36) hours, then pressed and the must put to ferment with siphon attached. Racked February 22d, 1871. Racked again and bottled and sealed January 16th, 1872. The wine was made from the pure juice of the grape, without the addition of sugar or water.

*Delaware "A," 1872.*—Made Sept. 5th, 1872. To each 5 gallons of juice was added 1 lb. of white sugar, but no water. Fermented with siphon attachment until September 9th, when the new wine was drawn off and the fermentation continued through siphon, as before, until nearly completed. The siphon was then replaced by a spigot in the bung. This was gently withdrawn every few days to give vent to the accumulated gas, and finally driven in to remain until racking time. It should be racked this month (Jan. 1873).

*Milam Cider*, 1872.—Made from Milam Apples about the middle of October, 1872. It was taken from the press to a cool cellar and bunged up immediately. In the course of several days, when fermentation had set in, enough vent was occasionally given at the bung to relieve the pressure somewhat, but particular care was taken not to give enough for the escape of so much gas as to allow the access of air in its stead. In about three weeks the cider was drawn off into another cask, and in order to clear it the white of eggs was well beaten and stirred in at the bung. The cask was then placed on end and a gimlet hole bored in the upper head to give vent when necessary.

This cider has now been "on tap" for about five weeks, and will so remain as long as the supply lasts, and we continue to rally round the hearth at the old-fashioned fire-place these cold winter evenings, to read the papers of the present and the poets of the past; to munch apples; conjecture on the weather and the course of politicians; lay plans for next spring and summer's work; talk of railroad monopolies and kindred topics, and figure to a fineness the profits of producing pork and poultry, and of growing grapes.

*Vinegar*, 1872.—Made from apple cider and grape juice, with the addition of some molasses and water, but no acids of any kind other than those of the cider and grape juice themselves.

All of the foregoing wines were fermented in a cool cellar, and in no case was use made of isinglass, white of egg, or other material, for the purpose of clearing, coloring or flavoring the wines.

One of the prime secrets in the manufacture of domestic wines is, not to be so curious about how good it is getting as to be forever tasting at it to see what further manipulation it needs. Use good casks, filled to the bung, and thus avoid exposure to the air, and trust to time and the good qualities of the material used to produce good wine.

PHIL. M. & F. K. SPRINGER.

"HAW HILL," SANGAMON CO., ILL.

#### STATEMENT OF HILLIARD & SON.

We herewith send you two bottles of our "Pure Apple Cider," which you will please enter for the premiums as offered in your list for January meeting. This cider is made from good sound apples of winter varieties, during the month of November. As soon as pressed out, we add 5 lbs. A sugar to 42 gal. bbl. It is then allowed to ferment 8 or 10 days, then bunged up and let remain about a week; it is then racked off and put into a clean cask and refined with gelatin prepared for the purpose. It is then racked off again, when it is ready for market.

BRIGHTON, ILL., Dec. 31, 1872.

HILLIARD & SON.

## REPORT OF THE COMMITTEE ON FARMS.

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*To the State Board of Agriculture:*

**GENTLEMEN:** The undersigned, members of the Committee to examine and report upon Farms, Nurseries, Vineyards, etc., entered for premiums offered by your Board for the year 1872, would submit the following brief report:

On the 11th of December the Secretary informed your Committee that Mr. Herrington had tendered his resignation as chairman and member of said Committee, and reported the following entries:

*Farm.*—W. J. Neely, Grand Rapids, LaSalle county.

*Nurseries.*—O. M. Coleman, Normal, McLean county; M. L. Dunlap & Sons, Champaign, Champaign county.

*Vineyard.*—Ira B. Miller, Villa Ridge, Pulaski county.

*Experiment in Underdraining.*—Messrs. Spaulding & Co., Howlett, Sangamon county.

Although so late in the season as to render it highly probable that in the performance of their duty, they would be deprived of many opportunities for collecting suggestive ideas that might add something of interest to this report, yet your Committee felt it to be their duty to perform as much as possible under the circumstances. They met at Ottawa, early in the morning of Tuesday, December 17th, and, learning that Mr. W. J. Neely resided in the city, a messenger was sent to inform him that the *Committee on Farms* were waiting an interview with him at the Clifton House. He soon appeared, and after giving them a hearty greeting, was informed of the object of their visit, which he had anticipated, and had come prepared for a ride into the country. The morning was clear but cold, the mercury, at seven o'clock quietly resting in the lap of zero.

About nine o'clock the Committee started for Green Bush Farm, entered by Mr. Neely, and which is situated in section seventeen, town of Grand Rapids, six miles south, and two and one-half miles east, from the city of Ottawa. After warming their chilled limbs it was suggested by Mr. Neely to defer the inspection of the premises until after dinner,

and in the meantime take a look at his stock, which suggestion being acted upon, the Committee accompanied him to his barn and yards where they were shown a fine sight. His herd of short-horns numbers about forty head. "Mina," a four-year-old bull, and "Senator Fourth," "Fourth Duke of Greenbush," and "Sixth Duke of Greenbush," each two years old, were very fine animals. The docility manifested as they were led out together, showed they had been accustomed to kind treatment. The Committee were also shown the thoroughbred stallion "Tornado," and two thoroughbred mares "Maria" and "Le Paul Booth"—all noted for speed. The Essex and Berkshire seem to be his favorite breed of hogs. The Committee should have mentioned before, in reference to feeding, that Mr. Neely neither practices nor believes in pampering his breeding animals.

Repairing to the house and partaking of a substantial dinner, the Committee proceeded to more fully examine the farm. It contains one hundred and sixty acres, and was, five years ago, unbroken prairie. The fields vary in size from six to thirty-five acres, besides the smaller pastures and feed lots, which are all convenient to the barn and sheds; the whole enclosed with hedge or post and board fences as described on the excellent map accompanying his verified statement, herewith submitted, and which gives a very correct view of the house, barn and other buildings. Except the barn, which is conveniently arranged and substantially built, the improvements cannot be said to be of the most durable construction. On account of their frequent use, gates in place of bars for his yards would be a convenience almost indispensable.

Near the house is a fine young orchard of some two hundred apple trees of carefully selected varieties, which are now beginning to bear; also in bearing are a large number of cherry, peach and numerous small fruits, all showing a high state of cultivation.

The Committee having completed their examination of the premises, and being satisfied that Mr. Neely is a successful farmer and breeder, returned to the city. Further examinations had to be postponed until Friday, as one of the Committee had an engagement for the following day that could not be put off.

Their next object point was the Nursery of Mr. Coleman, near Bloomington. On Thursday a heavy snow storm, which threatened to blockade the roads, suggested another postponement, and the wires arranged the meeting of the Committee at an early hour on Monday following, but owing to the extreme cold of Monday, trains were delayed, connections missed, and in consequence of which, the day was far spent when the members met at Bloomington. Notwithstanding these difficulties, the Committee at once proceeded, by horse cars and on foot, to the nursery of Mr. O. M. Coleman, situated in Normal township, about half way

between Bloomington and Normal, on the east side of the I. C. R. R., and not finding the proprietor at home, the object of their visit was made known to his son, an intelligent and obliging young man. The Committee apologized for having deferred the examination until so late in the season, and when, too, the ground was more or less covered with snow. The examination of the stock, arrangements of the grounds, etc., was commenced and continued until darkness closed in. From the thrifty appearance of the stock the Committee were satisfied that high cultivation was to be found here; his stock of evergreens attracting particular attention by their symmetrical beauty. His subjoined statement will be perused with interest and profit.

Returning to Bloomington, the Committee left at ten o'clock on the I. B. & W. R. R., for Champaign, on their way to visit the nursery of Messrs. M. L. Dunlap & Sons, located three miles south of the city, in the township and county of Champaign, and on the line of the I. C. R. R. Landing at the depot about midnight, they were conveyed in a "Democrat" at break-neck speed to the Railroad House, where they were made as comfortable for the remainder of the night as circumstances would permit.

Tuesday morning, December 24th—long to be remembered in that vicinity as the coldest day for many years—the mercury indicating 26 degrees below zero at seven o'clock—your Committee left the city about nine o'clock, in the discharge of their official duties. Meeting one of the junior members of the firm near the entrance to the nursery grounds, they prevailed on him to suspend his rabbit-hunting and "show them 'round." Taking a seat in his sleigh, the driver was instructed to report to Mr. Dunlap for orders. A tour of the nursery was commenced. Containing about seventy-five acres, it is laid out in blocks of some twenty rods square, with graded drives between, thus affording the Committee a rapid and general inspection of the premises, which, owing to the intense cold, was very desirable.

Their statement, giving a brief history and general management of their nursery, together with a diagram of same, is herewith submitted.

It was with regret that your Committee felt compelled to decline an invitation to visit "Rural" in his comfortable home and spend an hour in social chat, but a belated train offered an opportunity for reaching home that night and of spending Christmas with our families and friends.

There being no competition for the premiums on vineyards, and experiments in underdraining—the entry of the first by Mr. Miller, of Villa Ridge, and of the latter by Messrs. Spaulding & Co., at Howlett being the only ones—it was decided to omit further examinations; leaving the merits of each to be determined from the statements of the respective parties, which are herewith submitted.

In concluding this brief and hastily written report, your Committee would exercise the power vested in them, and recommend the following awards :

To W. J. Neely, for excellency in cultivation and management of farm of 160 acres—a silver tea set.

To O. M. Coleman, the regular premium of twenty-five dollars for best arranged, cultivated and managed nursery of fruit and ornamental trees, shrubs and plants; and to Messrs. M. L. Dunlap & Sons a second premium of fifteen dollars.

To Ira B. Miller, the regular premium of twenty-five dollars, for best arranged, cultivated and managed vineyard.

In the opinion of your Committee the statements and diagrams of Spaulding & Co., are not sufficiently complete to justify the award of the full amount offered by the State Board. In view, however, of the fact that their efforts seem worthy of some appreciative notice, your Committee recommend the award of a discretionary premium of \$25.

Respectfully submitted.

D. W. VITTUM, JR.  
S. D. FISHER.

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### STATEMENT OF W. J. NEELY.

*To the Secretary of the Illinois State Board of Agriculture :*

In accordance with the requirements of the Illinois State Agricultural Society, I beg leave to make the following statements :

First. My farm, entered for the Society's premium on farms of 160 acres, is located on the south-east quarter of section (17) seventeen, in the town of Grand Rapids, La Salle county, Illinois, and contains 160 acres.

Second. The farm is one of mixed husbandry, in which the breeding of fine stock is the leading feature.

Third. The accompanying map shows the plan on which the buildings are located, and also the division of the fields and yards. The dotted lines on the map shows the parts of the farm inclosed with hedge, and in all other respects the map is correct.

Fourth. The stock kept on the farm in 1871 and 1872 were—Cattle, 38 head of Short Horns; Horses, 25 head, consisting of brood mares and colts. The object is to breed good large road and carriage horses, and to accomplish this the thoroughbred stallion is used. The mares are descendants of Bellfounder, Messenger (through Mambrino Chief), and thoroughbreds.

Fifth. The Hogs kept on the place are about thirty breeding sows and four boars. Twelve of them are thoroughbred Berkshires and eighteen of them thoroughbred Essex. I sold from the hog stock during the year 1872 thirty-three hundred dollars' worth, at prices varying from fifteen to seventy-five dollars each. I sold cattle to the amount of \$7,000 worth. I sold horses to the amount of \$1,200.

The sales from the farm during the year 1872 amounted to \$11,500, and I have not sold but five head of the breeding stock that was on hand September 1, 1871. All the hay and grain was raised on the farm, except 800 bushels of corn to feed and keep this stock.

I keep three men on the farm in the summer, and two in the winter. I grind all of my feed, and cook a portion of it. I raise from four to six acres of roots each year, mostly mangolds. The soil is the usual black mold of La Salle county, with gravel and sand subsoil. We raised on the farm this year—Rye, 574 bushels; Oats, 1,200 bushels; Corn, 2,700 bushels; Hay, 150 tons; Potatoes, 120 bushels; Mangel-Wurzel, from five to seven thousand bushels. We commenced to feed from these, and cannot give the exact amount.

There is a fine young orchard on the place, containing the following varieties: Two hundred Apple trees—Ben Davis, Willow-twig, Maiden-blush, Keswick Codlin, Ramboes, Autumn, Strasbourg, etc. Pears, 75 trees, mostly Bartletts, Flemish Beauties, etc. Cherries, 100 early and late Richmonds, Gonwoods, and English Morellos. Peaches—50 trees. The orchard is only five years old, and has only borne a little fruit this year. I have 100 Evergreens and 100 European Larch. You will see by the map the location of the trees and groves. The farm is in a high state of cultivation. I have all the manure hauled and spread on the land as fast as made, and as all the product of the farm is fed on the place it keeps it in a high state. I will further state that all crops on this farm for the years 1871 and 1872 paid a profit.

Very respectfully yours,

W. J. NEELY.

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## STATEMENT OF IRA B. MILLER.

*To the Secretary of the Illinois State Board of Agriculture :*

Below I append the statement required of competitors for the first premium on Vineyards in this State :

Number of acres,  $3\frac{1}{2}$ ; No. of varieties, each: Ives, 925; Concord, 400; Hartford, 100; Clintons, 100; Norton's Virginia, 100. Total 1,625. The Concords, Hartfords, Clintons, Nortons, and 350 of the Ives were planted in the spring of 1869; the Ives were planted with cuttings, the



remainder with one-year-old roots. The remaining 575 Ives were planted in the spring of 1870 with one-year-old roots. The vineyard was in full bearing this season, with the exception of the last planted 575 vines; they bore about one-fourth of a crop. Amount of fruit put into market, 20,116 pounds; made into wine, 500 gallons; vinegar, 1,000 pounds; total yield, 21,616 pounds; average yield per vine of those in full bearing, about 18 $\frac{3}{4}$  pounds. As the Clintons and Nortons were not so full as the others, I think that the average of the Ives, Concords and Hartfords would have been about 21 pounds per vine; but as I did not keep them separate I cannot state positively. The average of the last planted Ives was about 5 pounds per vine. My gross sales were \$1,823. Net, after deducting all expenses, except my own labor, \$1,006. I have on hand 50 gallons of wine, which I value at \$75, (I got \$1.50 per gallon last season for the same quality,) and 80 gallons of vinegar, worth \$16. Total net proceeds from the vineyard, \$1,095. Had the last planted Ives been in full bearing I think my net proceeds would have been not less than \$1,500. The vines are planted 8 by 10, double staked, two feet apart, making the space for cultivating 8 by 8; vines trained spirally around the stakes, and fruited on laterals, cultivated with double-shovel plow and hoe thoroughly up until the fruit begins to color. I began shipping the 20th day of July, and finished August 15th.

Respectfully,

IRA B. MILLER.

VILLA RIDGE, Dec. 28, 1872.

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### STATEMENT OF O. M. COLEMAN.

*To the Secretary of the Illinois State Board of Agriculture:*

1. In McLean county, Normal township, half way between Bloomington and Normal, East side Illinois Central Railroad.

2. Commenced in 1855 with about 10 acres, and have now about 45 acres.

3. Soil, black loam—clay sub-soil; prefer deep plowing in fall—if sod, trench plow; first furrow 3 inches, second 8 inches; harrow before planting; if plowed in spring, a deep furrow; just before the planters, usually run a leveler, made of fencing seven feet long, over, crushing the lumps and leveling the surface.

4. Leading varieties of fruit trees—Apples, Pears, Cherries, Plums, Peaches. Mode of propagation—Apples, root-grafts; Pears, late grafting; Pears (Dwarfs), budding on Quince; Plums, budding and collar grafting; Peaches, budding.

5. Plant in rows, three and a half feet apart, six in a row; keep clean with hoe, wheel cultivator and plow; stir soil frequently through the summer, sometimes throwing to the trees, sometimes from them; hill up in fall. Manure—stable—usually plowed in before planting; sometimes plowed in around the roots of yearling trees, in fall.

Pruning and training—cut out forks at one year; at two years head off to two and a half feet from ground—from top of three or four shoots. For first pruning, last of April; for second, last of July, in time for heading over before fall; always cut outside ring at base of limb with a good smooth cut, parallel with the body of the tree. Late Pears need training higher, Dwarfs lower, the latter having one shoot first summer; next spring cut back to 18 inches to form top.

6. Nursery stock—usually in Iowa, Missouri, Wisconsin and Kansas, and largely in Illinois.

7. Evergreens—if from forest, 6 to 10 inches; plant in shade of Osage Hedge for two years; then plant in open grounds, in rows 9 inches; second year transplant every other row; third year, every other row; and thin out in the row, from year to year. Nursery-grown Evergreens planted out same as others, but in open ground. Give each plant plenty of room—mulch when small, also when transplanted finally into lawn or hedge-row, in which case spade around each plant a few years, till it shades its own base thoroughly, then it will take care of itself.

Pruning Evergreens—Cedars, Hemlock, Junipers and Savin can be sheared in any time during the growing season, the oftener the more symmetrical and close. Norway, Balsam, Spruces and Pines, cut out one shoot if double, cut in straggling shoots; all are benefited by not pruning after growing one year.

8. Apple Seedlings, Peaches, Osage Orange Plants and Evergreens.

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## STATEMENT BY M. L. DUNLAP & SONS.

*To the Secretary of the Illinois State Board of Agriculture :*

Dunlap's Nursery was established in Cook county, this State, in the year 1845, by the senior member of the firm, and was carried on there until 1857, at which time it was removed to Champaign county. It was conducted under the same management until 1866, when the new partnership was formed. An average of forty acres was annually devoted to nursery purposes from the establishment up to 1866.

The present location of the nursery is three miles south of the city of Champaign, on the line of Illinois Central Railroad, in the township and county of Champaign, N. E.  $\frac{1}{4}$  of section 36, T. 19, R. 8.

In the spring of 1866 all the new stock was set on the present site, and embraced about ten acres, and consisted mainly of Apple, Cherry and Evergreen trees. From ten to fifteen acres were added annually, and during the past year about seventy-five acres were cultivated in nursery.

The soil is prairie loam with a clay subsoil, and is easily worked. Before planting, the soil is plowed deeply and thoroughly pulverized with the harrow and roller.

The nursery is laid out in blocks of twenty rods square, with graded drive-way between, making all parts of the grounds accessible with teams.

Apple, Cherry, Pear, Evergreen and Forest trees form the leading stock in trade. Shrubs, Grape vines and small fruits are grown in moderate quantities.

We propagate the Apple by root-grafting. Cotton warp No. 6, waxed, is used as winding material. The Cherry is worked exclusively on the Morrello stock by that method known as cleft-grafting. We prefer to purchase evergreens when small, of those who make a specialty of growing them from seed.

We cultivate, often using different implements, as the nature of the ground and trees require. The principal implements used are double-shovel, five-toothed cultivator, two-horse walking cultivator, and "corn plow." Weeds must be kept down, and with good culture we do not find manures of value, and therefore none are used. Most of the pruning is done in March, but prune whenever the "spirit moves."

Our object is to supply the local demand, but we ship large quantities of trees annually to all parts of the West.

Apple and Forest trees afford the largest revenue and are most in demand. Cherry trees would probably pay the best if the demand was larger.

**DIAGRAM OF NURSEBY OF M. L. DUNLAP & SONS.**

**Highway—Tolona to Champaign, 9 miles.**

Illinois Central Railroad.			
10 Meadow.	3 Evergreens.	Main Drive-way.	*      *** Office and      Residence packing      of Albert house.      Dunlap.
	4 Apple trees. 3 years.		Block 1. Evergreens and Shrubbery.
11 Apple trees and seedlings.	5 Apple trees, 3 years. Cherry trees.		2 Apple trees, 4 years old.
	6 Apple trees, 2 years. Forest trees.		8 Farm Products.
12 Apple trees, Cherries.	7 Apple trees. 1 year. Osage plants.		9 Forest trees.
13 Meadow.		Highway.	

Public Highway.

## PREMIUM ESSAYS.

WINTER MEETING, JANUARY, 1873.

### INDIAN CORN—ITS VARIETIES, PREPARATION OF SOIL AND MOST PROFITABLE USES.

By W. C. FLAGG, Moro.

Corn is the great product of the new world, especially of the United States; and Illinois grows nearly double the amount raised by any other State of the Union. Here are the figures. In the United States the following were grown, in the last three decades, as follows:

In 1850 .....	562, 071, 104 bushels
In 1860 .....	838, 792, 742 ..
In 1870 .....	760, 944, 549 ..

#### Of this Illinois reported:

In 1850 .....	57, 646, 984 bushels
In 1860 .....	115, 174, 177 ..
In 1870 .....	129, 921, 395 ..

The Department of Agriculture estimated the maize product of the United States in 1870 (the census of 1870 gives mostly the product of 1869) as 1,094,255,000 bushels, of which 201,378,000, or about 20 per cent., were grown in the single State of Illinois. In 1871 it estimated the total yield at 991,898,000 bushels, of which Illinois grew 203,391,400 bushels, or more than one-fifth of the whole. In other words, Illinois grows five bushels of corn yearly for every man, woman and child in the United States, or 80 bushels for every person within its own borders. Its corn crop would furnish a peck and a half of corn, the old slave ration, for ten millions of people, with all the wheat and rye thrown in.

The census report of 1870 gives our crop of 1869, as I have stated, 129,921,395 bushels grown, if the figures returned by assessors to the State Auditor are correct, on 5,367,364 acres of land, being an average of 24.2 bushels to the acre. I am under the strong impression, however

that there are considerable errors both in census and assessors' reports, and that their value consists chiefly in their affording a means of comparing the relative production and area planted in different parts of the State. And even here care must be used in excluding or marking as suspicious some of the results attained. Where the assessors have returned too small a number of acres, as I believe they generally do, the error appears in the following table in giving the per cent. of area in corn as too small, and the bushels per acre as too large, so that there may be an exaggeration in opposite directions in the last two columns. So far as I am personally acquainted, however, the relative standing of counties is generally correct, making allowance for the fact that an excess of rain part of the season of 1869 gives the better drained counties a more marked advantage than they would ordinarily have.

The first column gives the square miles in each county, according to the calculations made for the distribution of school moneys in the Auditor's office; the second the acres in corn, returned by assessors for the year 1869; the third the bushels of corn, reported by the census of 1870 but probably in nearly every case grown in 1869; the fourth the number of acres to each square mile of area that were in corn in 1869; and the fifth the number of bushels that were grown to the acre.

COUNTIES.	Area square miles.	Acres corn—Auditor's report 1869.	Bushels corn—Census of 1870.	Acres to each sq. mile.	Bushels to acre.
Adams .....	828	73,692	1,452,905	89 0	19 7
Alexander .....	226	3,852	244,220	17 0	63 4
Bond .....	378	32,410	1,064,052	85 7	32 8
Bacon .....	288	18,542	466,985	64 3	25 1
Brown .....	286	26,127	377,769	88 2	12 5
Bureau .....	867	118,827	3,030,404	137 0	25 5
Calhoun .....	255	15,340	234,041	60 1	15 2
Carroll .....	446	47,430	1,367,965	106 3	28 8
Cass .....	379	35,360	1,146,980	93 2	32 4
Champaign .....	1,508	120,428	3,924,720	119 5	31 7
Christian .....	709	81,038	1,883,336	114 2	23 2
Clark .....	509	46,953	614,582	92 2	13 1
Clay .....	468	40,709	1,019,994	86 9	25 1
Clinton .....	489	34,753	813,257	71 0	23 7
Coles .....	523	56,502	2,133,111	102 0	37 7
Cook .....	982	35,706	570,427	36 2	15 9
Crawford .....	435	29,773	581,964	68 4	19 5
Cumberland .....	350	28,479	403,075	81 3	14 1
DeKalb .....	648	58,612	1,023,849	90 4	17 4
DeWitt .....	405	39,210	1,311,635	146 1	22 1
Douglas .....	408	52,490	1,680,225	128 6	32 0
DuPage .....	338	17,925	331,981	52 7	13 0
Edgar .....	631	57,264	2,107,615	90 7	36 8
Edward .....	233	16,227	352,371	72 6	20 8
Effingham .....	470	31,713	620,247	66 0	19 5
Fayette .....	720	42,307	962,525	58 7	22 5
Ford .....	440	50,202	565,671	104 5	11 2
Franklin .....	422	21,701	653,299	51 4	30 1
Fulton .....	878	89,311	1,508,763	101 7	17 0
Gallatin .....	326	12,136	509,491	37 2	41 9
Greene .....	546	.....	1,051,313	.....	.....
Grundy .....	432	60,523	295,971	140 0	4 8
Hamilton .....	431	29,269	735,252	67 9	25 1
Hancock .....	773	91,675	1,510,401	118 5	16 4
Hardin .....	176	10,057	172,751	57 1	17 7
Henderson .....	376	46,235	1,712,901	119 7	37 0
Henry .....	828	113,504	2,541,683	137 0	22 3
Iroquois .....	1,132	87,488	799,810	77 2	9 1

COUNTIES.	Area square miles.	Acres corn— Auditor's re- port 1869.	Bushels corn —Census of 1870.	Acres to each sq. mile.	Bushels to acre.
Jackson	582	23,194	611,951	39.8	26.3
Jasper	506	29,995	461,345	59.2	15.3
Jefferson	574	35,843	387,981	63.4	24.7
Jersey	365	21,934	519,190	60.0	23.2
Jo Daviess	609	43,497	1,266,326	71.4	29.5
Johnson	336	20,646	343,298	61.4	16.5
Kane	540	30,276	674,333	56.0	22.2
Kankakee	696	73,700	637,399	105.8	8.6
Kendall	324	47,763	681,267	147.4	14.0
Knox	790	111,290	2,708,319	154.5	24.2
Lake	478	17,000	517,353	35.5	30.4
LaSalle	1,152	204,697	3,077,028	177.8	15.0
Lawrence	365	27,529	656,363	75.4	22.8
Lee	736	69,972	1,656,978	95.0	23.8
Livingston	1,026	140,977	1,182,696	137.4	8.3
Logan	618	109,348	4,221,640	176.9	36.6
Macon	577	91,929	2,214,468	159.3	24.1
Macoupin	644	52,521	1,051,544	60.5	20.0
Madison	743	74,638	2,127,540	99.7	26.4
Marion	576	46,214	1,034,057	60.2	22.3
Marshall	387	59,787	1,122,903	159.4	18.7
Mason	560	83,373	2,648,726	148.8	31.7
Massac	242	13,713	133,126	56.6	9.7
McDonough	576	76,616	1,362,490	133.0	17.7
McHenry	624	30,061	1,145,005	48.0	38.0
McLean	1,154	185,923	3,723,379	161.0	20.0
Menard	314	42,763	1,973,880	136.1	46.1
Mercer	548	73,407	2,054,962	134.0	27.9
Monroe	381	17,965	543,718	47.2	30.2
Montgomery	702	51,595	1,527,898	73.4	29.8
Morgan	564	60,575	3,198,835	107.3	52.8
Moultrie	331	47,185	1,753,141	142.5	37.1
Ogle	758	84,773	1,787,066	111.8	21.0
Peoria	618	77,925	969,224	126.0	12.4
Perry	444	17,056	384,446	38.4	22.5
Platt	442	53,163	1,029,725	120.2	19.3
Pike	795	57,275	1,399,186	72.0	24.4
Pope	362	24,482	315,958	67.6	12.9
Pulaski	187	.....	195,735	.....	.....
Putnam	168	21,881	334,250	130.2	15.2
Randolph	577	17,829	510,080	30.0	28.6
Richland	361	23,359	482,594	64.7	20.6
Rock Island	436	41,247	1,459,663	94.6	35.3
Saline	379	17,456	531,516	46.0	30.4
Sangamon	968	125,543	4,388,763	144.6	34.9
Schuyler	426	34,359	440,975	60.6	19.8
Scott	251	15,134	752,771	60.2	49.7
Shelby	776	72,174	2,082,578	93.0	26.8
Stark	288	52,325	1,149,678	161.6	22.1
St. Clair	665	38,557	1,523,121	57.9	39.5
Stephenson	567	57,034	1,615,679	100.5	28.3
Tazewell	626	96,699	2,062,053	154.4	21.3
Union	398	25,834	1,679,753	64.9	26.3
Vermillion	1,008	97,285	2,818,027	96.4	28.1
Wabash	218	15,333	421,361	70.3	27.4
Warren	540	94,515	2,982,853	175.0	31.5
Washington	556	.....	836,115	.....	.....
Wayne	720	39,444	1,179,291	54.7	29.8
White	500	33,606	870,521	67.2	25.9
Whiteside	697	71,285	2,162,943	102.2	30.3
Will	852	83,732	1,131,458	110.0	19.0
Williamson	432	27,345	655,710	63.3	23.9
Winnebago	540	53,130	1,237,406	98.3	23.2
Woodford	527	77,099	2,154,185	146.3	27.9
Total	55,872	5,367,364	129,921,395	96.	24.2

Fifty-five counties out of 102 produced more than 1,000,000 bushels each, and 21 of these over 2,000,000 bushels each. Seven of these grew over 3,000,000 bushels, and two, Sangamon and Logan, had more than 4,000,000 of bushels each. It is 120,000 tons of corn from one county of

Illinois—enough to load 12,000 cars, and to start out a train of 40 cars 300 days in the year.

Excluding the suspicious case of Alexander county, we find that the county having the smallest part of its area in corn is the wheat-producing Randolph, with 30 acres to the square mile. It is followed by Lake, Cook, Gallatin, Perry, Jackson; so that three adjoining counties in the southwest, and two adjoining counties embracing Illinois' small share of Lake Michigan, nearly exhaust the class that have only 40 acres on each square mile planted to corn. These extremes then begin to shade out. Several other counties near the lake shore, and adjoining the Egyptian nucleus, come in the second class, and other parts of the map become spotted, until finally all Southern Illinois disappears, and then most of Northern Illinois disappears without our having reached the maximum of corn planting. These we come upon in the seventh and eighth classes, embracing a solid body of counties and certain offshoots from them, and of which Bloomington is nearly the geographical center. Stark rates first as a corn planter, and is followed by LaSalle, Logan, Warren and McLean in that order.

On the more pertinent question of *yield*, the results are quite different, and may be somewhat unexpected, unless we allow for defective returns and a wet planting season. The minimum product per acre is found in the adjoining counties of Grundy, Kankakee, Iroquois and Livingston, where the head waters of many streams meet, and stand in a wet season, and in the somewhat marshy county of Massac, in the extreme south end of the State.

From these, with additional centers which appear over on the Illinois in Brown county, in the east on the Wabash in Clark, etc., the increasing yield gradually cumulates in about a dozen counties, excluding Alexander, somewhat scattered in the State. The most productive of these, Morgan, has adjoining it, or nearly adjoining it, the two next most productive, Scott and Menard, after which we find Gallatin, St. Clair, Logan, McHenry, Coles, Moultrie, Henderson, Edgar and Rock Island. Only two of these it will be observed, Logan and Moultrie, are among the counties planting the most corn, showing that there must have been an immense waste from bad farming, lack of good drainage, or other lack of necessary conditions for good corn growing in 1869. These figures show that, although we now boast of the corn crop of Illinois, its production might be doubled with only passable attention to the rules of culture.

Passing from this general consideration of the corn crop in our State, I will now consider briefly the

#### VARIETIES OF CORN.

Corn is derived, like most other plants under cultivation, from an unknown original, nearest to which, according to conjecture, is the Rocky



Mountain, Oregon, California or Wild Corn, first described, so far as I know, by Bonafous, in 1836. He received it, according to De Candolle, from Buenos Ayres. Saint Hilaire also received it apparently while in South America, for he says that a young Guarany, born in Paraguay, said that it grew wild in the humid forests of his country. Klippart seems to regard all the above as identical, for he says: "Samples of this variety have been introduced from Oregon, California, Mexico and South America. The cob does not exceed half an inch in diameter; is very pithy; the grains are each enveloped in a separate husk and attached to the cob. The grain is very flinty, dented, rather ovate, side convex, and pointed at its place of insection in the cob." He adds, in another place: "I have very little doubt that the Oregon corn, as it is called, is the original corn plant of America. In this variety, each grain is enveloped in a separate husk or sheath, but when it is cultivated with other varieties, for a series of ten or twelve years, these husks disappear; the cob grows larger and compact, and in every respect resembles the ordinary corn." Darwin, in commenting upon this variety, says: "It is almost certain that the aboriginal form would have had its grains thus protected," but is puzzled by hearing that the husks quickly disappeared under cultivation. The peculiar cob seems to have escaped the knowledge of the European observers, and may be of value in determining the question.

Corn is undoubtedly a very ancient and American grain. Darwin states that he found, on the coast of Peru, heads of maize, together with eighteen species of recent sea-shell, imbedded in a beach, which had been upraised at least 85 feet above the level of the sea. Tschudi states that he found very well preserved ears of maize in tombs, which, judging from their construction, belong to a period anterior to the dynasty of the Incas; and these were fragments of two kinds of maize which do not now grow in Peru. Unfortunately, neither of these two writers minutely describe the maize they found. The Report of the Department of Agriculture for 1870 contains an engraving of an ear found deposited in an earthen vessel eleven feet under ground, in a grave with a mummy, near Ariquepe, in Peru. The grains are sharp-pointed, small, and slightly indented at the apex, lapping one over the other in thirteen rows. These rows in the engraving are very irregular. The color is not given, and perhaps could not be distinguished. Tschudi says: "The most common kinds now grown in Peru (1838), on the coast, are: 1st, the *Mais Morocho*, which has small bright yellow, or reddish-brown grains. 2d, the *Mais Amarillo*, of which the grain is large, heart-shaped, solid and opaque. 3d, *Mais Amarillo de Chancay*, similar to the *Mais Amarillo*, but with a semi-transparent square-shaped grain, and an elongated head. The Morocho and Amarillo Maize are

chiefly planted in the eastern declivity of the Andes. They run up in stalks eight or nine feet high, and have enormously large heads. In one of them I counted seventy-five grains in a single row." The writer in the Agricultural Report, just alluded to, says that the Pueblo of New Mexico and Arizonia have "the original corn of America." The grains vary in color through shades of pink, blue and white, and the ears are generally small and slender. The blue variety is preferred for bread, and is sorted from the rest with much care, and stored by itself. The ear has fourteen rows of grains, which are full and plump, and is six and three-quarter inches long, and four and three-quarter inches around. An engraving of this is also given. Add to these the statement of De Candolle, that Bonafou's *Zea Mays rostrator* has been found in an ancient Peruvian sculpture, and we have most of the facts relative to the earliest known and primitive varieties. They tend to the conclusion that the primitive corn was flinty, sharp pointed, dent, and enclosed, each kernel in a separate husk, and arranged upon a small cob. But the wonderful variability of the maize plant and its grain in the wide area of its possible culture renders this only a speculation.

Various attempts are made to classify corn. Bonafou attempted to do it by color as the most permanent characteristic, but he names only three colors—brown or russet, red, and white. Klippart attempts a division into *soft* and *hard* corn, but does not apparently succeed at it. Mr. McAfee, of Freeport, has attempted another, which I cannot now lay hands upon; but it does not seem to me a more valuable one. Probably, all things considered, a division, based on the purposes for which the corn is to be used, will be best. For instance :

1. Feeding Corn—comprising the dent and gourd seed corn, preferable for its softness.
2. Meal or Flour Corn—comprising the hard or flint corn, which is too hard for profitable feeding, but keeps better when ground, and is by many preferred for that reason.
3. Roasting ear Corn—embracing the sweet or sugar corn.
4. Pop Corn.
5. Fancy varieties, such as those cultivated for ornament or curiosity, that have no particular value for any useful purpose—such as the Japanese Maize.

The first class, I presume, includes nearly all the corn grown in Illinois, as I do not find the flint corn grown or recommended in any part. The Dent Corns—White and Yellow Dent, Large White, and Yellow Dent—is the word all along the line of our Illinois farmers. In this part of Illinois we hear a good deal of commendation of the St. Charles White, a variety grown across the river in Missouri, and a favorite in the St. Louis market. Farther north, in the cattle feeding counties, the yellow varieties are more sought for. M. C. Goltra, of Jacksonville,

grows a large late yellow variety known by his name, but introduced by him, I believe, from Kentucky, that has a remarkable depth of grain, and is one of the finest yellow sorts I have ever seen. J. B. Phinney, of Champaign, a retired sugar planter of Cuba, who has given up the sweet-er grass of the tropics, but cultivates the grain bearing grass of the Americas with great energy and success, has experimented with a large number of varieties, and names the following as the five he has found most satisfactory in his soil: There is a yellow corn brought from Ohio five or six years since, maturing September 10; Bankers No. 1, from Ohio—yellow, ripens September 10; Bankers No. 2, of same origin and color, but ripening five days later; Powell's Early, a yellow variety, ripening September 10; and Goltra, the variety mentioned above. Mr. Phinney, in 1871, planted a mixture of the grains of the Thomas, Goltra, Powell's Early, Early Premium Ohio, Terwilliger, Hundred-day Dent, Banker No. 1, Douglas, Nebraska and Petit varieties—the product of a field of eleven acres, giving the heaviest yield of any corn he had planted that year. This agrees with experiments before made with wheat, and I believe with corn. The fertilization is more complete than with a single variety. A white variety grown by J. McCann, of Arcola, Douglas county, to which my attention was called by Mr. Phinney, also gives some remarkable results. It yielded at the rate of 110 bushels to the acre in 1870; 80 bushels in the dry summer of 1871, and was the best of ten white varieties tried in 1872 in weight of corn produced on equal acres.

These are some of many varieties that might be named of considerable value, but perhaps in view of the variability of the varieties themselves, the best thing to do is to select seed rather for its color, depth of kernel as compared with cob, time of ripening and fitness for the purpose to which it is designed, than for its name.

#### CULTIVATION.

The best cultivation given to corn is the preparation of the ground for it—and that is the best preparation that secures warmth, lightness, richness and depth of soil. This requires very different treatment on differing soils. On our Southern Illinois soils I find fall-plowing valuable, and deep plowing a capital investment. Some of my best crops on old land have been obtained by trench plowing meadow land in the fall, and smoothing and planting in the spring. Many of our farmers on the very loose and porous soils of Central Illinois claim that good preparation there, on the other hand, is not deep but shallow plowing, and one extremist up on the Illinois goes so far as to say plow not at all, but harrow or cultivate your ground a little, and plant your crop. In fact I know one instance where four good crops in succession have been grown in this way. But I presume this will only answer in a

certain class of soils, and its continuous success upon any, may be doubtful. But we will all agree that the land should be rich, dry and deep. Plant as early as may be; it is hardly any matter how early, if you can keep the seed dry. Plant your hills close rather than wide apart, with few rather than many stalks in a hill. Plant wider apart as the corn is taller: that is, plant more widely south than north, on rich land than on poor land.

Cultivation after planting must also depend largely on the character of the soil. Dr. Nichols, of the Boston Journal of Chemistry, grew over a hundred bushels to the acre with only one cultivation, but the previous plowings and manurings kept the surface of the soil continually open, porous and absorbing. This artificial condition is the normal condition of our best Central Illinois soil. They are cultivated to kill the weeds rather than to open the soils. But in our more compact soils south, we find it good to plow, and often to plow deeply right along side the young row of corn, to loosen up the compacting mold, and always to break the crust that is apt to form after rains. So that corn culture is a question of soil and season. It must be adapted to the occasion.

#### WHAT SHALL WE DO WITH IT ?

This is the now absorbing topic with our Illinois farmers when corn gets below the price of production; but regarding the present as an exceptional season, I wish to treat rather of the general principle of selling or feeding. Mr. Burroughs, of Madison county, makes the cost of producing a bushel of corn 27½ cents. Mr. Gibson, of the same county, 21 1-6 cents. My own figures are 16½ cents. Mr. Dunlap, of Champaign, makes it 10½ cents, and Mr. Sullivant, of Ford, could probably do better. But with an average product of less than 25 bushels to the acre, and the disadvantageous work generally done, no doubt the corn of the State costs on an average at least 20 cents per bushel in its production, or rather less than it has been selling for in many counties. Many lean to the opinion, and I share it, that too much corn is grown, *i. e.*, it is grown out of proportion to other crops. So much corn is grown that the domestic animals of the State could not eat it if they tried. We want more land in pastures and meadows, and more stock in those pastures. This would diminish the corn production, and increase the consumers of corn. There is not and hardly can be such a glut of beef, mutton or pork as there may be of any grain, and the sooner we get out of the hand-to-mouth farming that raising grain to sell involves, the better for our farming communities.

## NUMBER OF ACRES PER SECTION PLANTED TO CORN, IN 1870.

## 40 acres and under—7 Counties.

Alexander,	Jackson,	Perry,
Cook,	Lake,	Randolph.
Gallatin,		

## 60 acres and under—13 Counties.

DuPage,	Jersey,	Monroe,
Fayette,	Kane,	Saline,
Franklin,	Massac,	St. Clair,
Hardin,	McHenry,	Wayne.
Jasper,		

## 80 acres and under—22 Counties.

Boone,	Jefferson,	Pope,
Calhoun,	Jo Daviess,	Richland,
Clinton,	Johuson,	Scott,
Crawford,	Lawrence,	Union,
Edwards,	Macoupin,	Wabash,
Effingham,	Montgomery,	White,
Hamilton,	Pike,	Williamson.
Iroquois,		

## 100 acres and under—17 Counties.

Adams,	Cumberland,	Rock Island,
Bond,	DeKalb,	Schuyler,
Brown,	Edgar,	Shelby,
Cass,	Lee,	Vermilion,
Clark,	Madison,	Winnebago.
Clay,	Marion,	

## 120 acres and under—14 Counties.

Carroll,	Fulton,	Ogle,
Champaign,	Hancock,	Stephenson,
Christian,	Henderson,	Whiteside,
Coles,	Kankakee,	Will.
Ford,	Morgan,	

## 140 acres and under—11 Counties.

Bureau,	Livingston,	Peoria,
Douglas,	McDonough,*	Piatt,
Grundy,	Menard,	Putnam.
Henry,	Mercer,	

## 160 acres and under—10 Counties.

DeWitt,	Marshall,	Sangamon,
Kendall,	Mason,	Tazewell,
Knox,	Moultrie,	Woodford.
Macon,		

## 180 acres and under—5 Counties.

LaSalle,	McLean,	Stark.
Logan,	Warren,	

## YIELD OF CORN PER ACRE, IN 1870.

## Counties showing 10 bushels and under to the acre.

Grundy,	Kankakee,	Massac.
Iroquois,	Livingston,	

## 15 bushels and under to the acre.

Brown,	Ford,	Pope,
Clark,	Kendall,	Schuyler,
Cumberland,	LaSalle,	Will.
DuPage,	Peoria,	

*20 bushels and under to the acre.*

Adams,  
Calhoun,  
Cook,  
Crawford,  
DeKalb,  
Effingham,

Fulton,  
Hancock,  
Hardin,  
Jasper,  
Johnson,  
Macoupin,

Marshall,  
McDonough,  
McLean,  
Piatt,  
Putnam.

*25 bushels and under to the acre.*

Christian,  
Clinton,  
DeWitt,  
Edwards,  
Fayette,  
Henry,  
Jefferson,  
Jersey,

Kane,  
Knox,  
Lawrence,  
Lee,  
Macon,  
Marion,  
Ogle,

Perry,  
Pike,  
Richland,  
Stark,  
Tazewell,  
Williamson,  
Winnebago.

*30 bushels and under to the acre.*

Bpone,  
Bureau,  
Carroll,  
Clay,  
Hamilton,  
Jackson,  
Jo Daviess,

Madison,  
Mercer,  
Montgomery,  
Randolph,  
Shelby,  
Stephenson,

Union,  
Vermillion,  
Wabash,  
Wayne,  
White,  
Woodford.

*35 bushels and under to the acre.*

Bond,  
Cass,  
Champaign,  
Douglas,

Franklin,  
Lake,  
Mason,  
Monroe,

Saline,  
Sangamon,  
Warren,  
Whiteside.

*40 bushels and under to the acre.*

Coles,  
Edgar,  
Henderson,

Logan,  
McHenry,  
Moultrie,

Rock Island,  
St. Clair.

*45 bushels and under to the acre.*  
Gallatin.*50 bushels and under to the acre.*  
Menard, Scott.*55 bushels and under to the acre.*  
Morgan.*65 bushels and under to the acre.*  
Alexander.

## WINTER WHEAT.

VARIETIES, PREPARATION OF SOIL, PROFIT OF CULTURE, AND THE MOST  
ECONOMICAL USE OF STRAW.

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By W. C. FLAGG, Moro.

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Wheat is one of the most ancient as well as most important products of modern agriculture. De Candolle traces it back, in Chinese historical records, to the year 2822 B. C. It has been found more than once among the mummies of ancient Egypt, and some of this is even claimed to have germinated; but the evidence as to the antiquity of these grains is not conclusive. Latterly several different species or varieties of unknown antiquity have been found in the remains of the Swiss lake dwellings. The reader, curious to follow the interesting questions of its antiquity, botanical origin, geographical distribution, etc., will find in Darwin's *Animals and Plants Under Domestication*, De Candolle's *Geographie Botanique*, and the *Encyclopedie d'Agriculteur*, article *Froment*, pretty full information on these and other points that we cannot here dwell upon.

The wheat crop of the United States, according to the census of 1870, growing in 45 States and Territories (two, Florida and Wyoming, reporting nothing), was 112,549,733 bushels of spring, and 175,195,893 bushels of winter wheat, or 287,745,626 bushels in all. The product of 1860 was 173,104,924 bushels, and of 1850 100,485,944 bushels. In the first of these three decades Illinois stood fifth in wheat production, being surpassed, in the order named, by Pennsylvania, Ohio, New York and Virginia; in the second it was by far the first; and, in the last, though still ahead and increasing in production, it is closely followed by Iowa, Ohio and Indiana, in the order named, and farther on by Wisconsin, Pennsylvania and Oregon. Thus Illinois stands first in wheat, as it did in value of beef cattle and of all live stock; in horses, swine, Indian corn and oats. I am sorry I cannot add hay.

In 1870, according to the statistician of the Department of Agriculture, the product of the United States was considerably less, being 235,884,700 bushels, of which 27,115,000 are assigned to Illinois, or about 7,000,000 bushels more than any other State. For the year ending

June 30, 1871, the exportation, which we may roughly reckon as going from the crop of 1870, was 34,304,906 bushels of wheat, and 3,653,841 barrels of flour, representing, at five bushels to the barrel, 18,269,205 bushels more, or 52,373,111 bushels in all, to which might be added the amount necessary to produce 13,801,624 pounds of bread and biscuit also exported, or in the region of 23 per cent. of the product, valued at over \$69,000,000, and being nearly one-sixth of the total exports, cotton included.

In 1871, according to the same report, the product was 230,722,400 bushels of wheat, of which Illinois had 25,216,000 bushels, being followed by Pennsylvania, Ohio, Wisconsin and Iowa.

Illinois produced, in 1850, 9,414,575 bushels of spring and winter wheat; in 1860, 23,837,023 bushels; and in 1870, 10,133,207 of spring and 19,995,188 of winter wheat, or a total of 30,128,405 bushels. In 1850 its wheat production far exceeded that of any other State, but in 1870 we find Iowa close alongside of our own with its crop of spring wheat, and Indiana and Ohio with their winter wheat. Still Illinois leads in the van, in spite of a great decrease in the production of spring wheat, which can only be estimated, as the spring and winter wheats are not separated in any census previous to that of 1870. This is rather the product of 1869 than of 1870. The following table gives the area of each county in square miles; the acres in wheat in 1869, according to the Auditor's report; and the bushels of wheat, according to the census of 1870. The succeeding columns are deductions from the rather unsatisfactory statistics thus furnished us.

COUNTIES.	Area square miles.	Acres wheat 1869—Auditor's report.	Bushels wheat 1869—Census report.		Bushels to acre.	Acres to each sq. mile of area.
			Spring.	Winter.		
Adams.....	828	61,238	16,191	947,616	15.7	73.9
Alexander.....	226	1,846	.....	42,658	23.1	8.1
Bond.....	378	21,645	700	368,625	17.1	57.2
Boone.....	288	19,472	241,042	599	12.4	67.6
Brown.....	296	16,149	13,276	117,502	8.1	54.5
Bureau.....	867	46,541	465,236	734	10.0	53.6
Calhoun.....	255	11,730	75	221,298	19.0	46.0
Carroll.....	446	33,935	418,073	260	12.3	76.2
Cass.....	379	10,480	12,165	127,054	13.2	27.6
Champaign.....	1,008	21,801	102,577	123,091	10.3	21.6
Christian.....	709	55,239	18,360	504,041	9.4	77.8
Clark.....	509	25,712	.....	195,118	7.6	50.5
Clay.....	468	9,278	1,894	85,737	9.4	19.8
Clinton.....	489	42,871	500	610,888	14.3	87.7
Coles.....	523	12,577	2,651	154,485	12.5	94.0
Cook.....	982	12,988	144,296	.....	11.5	13.2
Crawford.....	435	18,148	60	212,924	11.7	41.7
Cumberland.....	350	8,780	550	84,697	9.7	25.1
DeKalb.....	648	36,342	398,050	190	10.9	56.1
DeWitt.....	405	20,579	106,493	11,695	5.7	50.8
Douglas.....	408	7,904	7,683	65,461	9.2	19.1
DuPage.....	338	8,066	106,096	693	13.2	24.0
Edgar.....	631	20,800	13,283	247,360	12.5	34.5
Edwards.....	233	10,913	.....	122,703	11.2	46.8
Efingham.....	486	16,478	77	195,716	11.8	33.9
Fayette.....	720	24,218	.....	351,310	14.4	33.6
Ford.....	480	8,645	42,571	1,008	5.0	18.0



COUNTIES.	Area square miles.	Acres wheat 1869—Auditor's report.	Bushels wheat 1869— Census report.		Bushels to acre.	Acres to each sq. mile of area.
			Spring.	Winter.		
Franklin.....	422	8,086	365	111,394	13.8	19.1
Fulton.....	878	37,904	193,629	923,930	11.0	43.1
Gallatin.....	326	5,282		83,083	15.7	16.2
Greene.....	446			577,400		
Grundy.....	432	6,399	21,700	150	3.2	14.8
Hamilton.....	431	8,663	129	92,347	10.6	20.1
Hancock.....	773	44,755	181,378	232,750	9.2	58.0
Hardin.....	176	3,867	13	32,306	8.3	21.9
Henderson.....	386	17,485	161,112	69,089	13.1	45.3
Henry.....	823	61,023	462,379	445	7.5	73.6
Iroquois.....	1,132	12,659	57,160	10,480	5.4	11.2
Jackson.....	592	19,133	690	329,036	17.2	32.8
Jasper.....	506	88,559		87,808	10.2	16.9
Jefferson.....	574	10,571		100,553	9.5	18.5
Jersey.....	365	40,689		558,307	13.7	111.4
JoDavies.....	609	16,926	222,758	555	16.7	27.8
Johnson.....	336	12,464		92,191	7.3	34.1
Kane.....	540	16,114	188,626	325	11.1	29.2
Kankakee.....	696	20,073	103,466	460	5.2	28.8
Kendall.....	324	9,567	90,681	1,249	9.6	29.5
Knox.....	720	32,605	267,764	7,634	8.4	45.2
Lake.....	478	12,483	168,914	221	13.5	26.1
LaSalle.....	1,152	31,366	271,181	2,193	8.7	27.2
Lawrence.....	365	20,478		264,134	12.8	56.1
Lee.....	736	34,556	450,793	2,260	13.1	44.2
Livingston.....	1,026	33,540	129,206	1,339	3.8	32.6
Logan.....	618	27,379	198,056	40,963	8.7	44.3
Macon.....	577	30,145	55,239	196,613	8.3	52.2
Macoupin.....	864	73,131	160	861,398	11.7	84.6
Madison.....	748	60,490	550	1,207,181	20.0	60.8
Marion.....	576	15,559		173,652	11.1	27.0
Marshall.....	387	20,529	106,129	900	5.2	53.0
Mason.....	560	17,977	73,261	125,628	11.0	32.1
Massac.....	242	8,934		72,316	8.1	36.8
McDonough.....	576	34,278	273,871	36,146	9.0	59.5
McHenry.....	624	31,530	401,790	270	12.7	50.5
McLean.....	1,154	43,918	211,801	10,955	5.1	38.0
Menard.....	314	9,170	36,152	45,793	8.9	29.0
Mercer.....	548	35,965	289,291	13,203	8.4	65.6
Mourne.....	381	36,836		751,767	20.3	96.1
Montgomery.....	702	60,210	59	744,891	12.3	85.7
Morgan.....	564	23,743	18,196	357,523	15.8	42.1
Moultrie.....	331	16,812	17,128	196,436	6.7	50.7
Ogle.....	758	52,007	497,038	5,580	9.6	68.6
Peoria.....	618	23,312	92,261	31,843	5.3	37.7
Perry.....	444	20,060		350,446	17.4	45.1
Piatt.....	442	11,301	26,322	39,762	5.8	25.5
Pike.....	795	66,587	130	1,057,497	15.7	87.1
Pope.....	362	9,296		70,457	7.5	25.6
Pulaski.....	187			44,922		
Putnam.....	168	5,479	28,137	796	5.2	32.6
Randolph.....	577	46,178	450	1,031,022	24.5	80.0
Richland.....	361	15,794		150,268	9.5	43.7
Rock Island.....	436	20,465	243,541	2,279	12.0	44.4
Sallie.....	379	7,435	200	83,011	11.2	19.6
Sangamon.....	868	36,367	89,304	247,658	9.2	41.9
Schnyder.....	426	19,320	56,221	185,724	11.5	45.3
Scott.....	251	12,101	18	266,105	21.9	48.2
Shelby.....	776	36,453	15,526	452,015	12.8	46.9
Stark.....	288	14,011	194,639		8.1	44.6
St. Clair.....	665	78,199	2,550	1,562,021	20.0	117.6
Stephenson.....	567	45,689	527,394	2,118	11.5	20.6
Tazewell.....	626	20,871	132,417	72,410	6.8	47.7
Union.....	398	17,488		180,231	10.3	44.0
Vernon.....	1,005	25,148	44,806	249,558	11.6	24.9
Wabash.....	218	14,024		202,201	14.4	64.3
Warren.....	540	23,563	186,290	5,712	8.1	43.6
Washington.....	556			672,486		
Wayne.....	720	12,776	266	164,669	12.6	17.7
White.....	500	16,786		184,321	10.9	33.5
Whiteside.....	697	38,514	457,455	264	12.4	55.2
Will.....	852	25,033	195,266	1,996	7.8	29.3
Williamson.....	432	14,323	176	170,727	11.9	33.1
Winnebago.....	540	33,569	408,066	2,468	12.2	62.1
Woodford.....	527	27,257	178,139	108,307	10.5	51.9
Total.....	55,872	2,456,632	10,133,207	19,995,198	12.5	43.9

From this table it will be seen that winter wheat is reported from every county in the State, except Stark, whilst 22 make return of no spring wheat. Of 44 counties in the south end of the State, including Clark on the east and Pike on the west, and lying in a solid body, none grows as much as 5000 bushels of spring wheat. Of 27 counties, lying in a solid body, in the north end of the State, none except Ogle produces in excess of 5000 bushels of winter wheat. 32 counties lying in the center of the State grow both spring and winter wheat. Champaign, Fulton, Hancock, Piatt and Woodford, approach to an equality of production.

The greatest yield of wheat in the aggregate is in the county of St. Clair, next to which stand Madison, Pike, and Randolph, each producing over a million of bushels, and all winter wheat counties; Adams, Monroe, Montgomery, Washington, Stephenson and Ogle, produce in excess of half a million bushels each, the two latter being spring wheat counties.

In yield per acre Randolph stands first, succeeded by Alexander (?), Scott (?), Monroe, St. Clair and Madison, all winter wheat counties, and averaging 20 bushels or more to the acre (but these statistics are perhaps only of value as showing the *relative* standing of counties). Randolph, the county giving the highest average yield, is also, according to the census of 1870, the most heavily wooded county in the State, having 281 acres of woodland for each square mile of its surface. The lowest yield in the State is found in Grundy county, next to which come Livingston and Ford, all spring wheat counties, and curious to say the three counties having the smallest per centage of woodland of all the counties of the State. Jo Daviess returns the heaviest yield of all the spring wheat counties, but this is nearly 8 bushels per acre below the best return of winter wheat in Randolph.

The county having the largest per cent. of its surface in wheat is St. Clair, with 117.6 acres to each section. Next come Jersey, Monroe, Clinton, Pike, Montgomery, Macoupin, Madison, Stephenson, Randolph, all having 80 acres or more to the section, or 12½ per cent., of their territory in wheat. Alexander has only 8.1 acres to the section in wheat, and next to it in wheat unfruitfulness stand Iroquois with 11.2 and Cook with 13.2 acres to the section.

This much will give one an adequate idea of the importance of wheat as a national staple, and of the relative importance of the crop of winter wheat in our State.

#### VARIETIES.

The nomenclature of wheats in this part of Illinois, at least, is in such confusion that I can hardly hope to clear it up or to even conclude intelligently what are the approved varieties throughout the winter wheat

region. The bearded varieties are now very generally given up, partly, I presume, because those in cultivation were found too late in ripening, and partly because they are much more disagreeable to handle in binding and shocking. The attacks of the fly in autumn have precluded the earlier sowing formerly practiced (in this latitude, about the first week in September), until about the 20th of September, and to prevent injury from rust the grain must ripen as early as possible. The varieties are thus narrowed to a few beardless early sorts, of which the white are preferred by millers, though the amber and red varieties seem to be hardier in unfavorable locations. Varieties known as the Red, May and White, may have been very popular and very generally sown until the last few years, since which time there has been much complaint of their deterioration. The varieties known as Alabama, Walker or Lima, have proved very satisfactory the last few years. The Tappahannock in certain localities, especially in timbered lands, has succeeded excellently. The Genessee, Mediterranean and Blue Stem are varieties frequently commended by growers in this and other parts of the State. But in all these names, really there is a vagueness and uncertainty that makes the mention of them carry no definite idea. There are a smooth white and a smooth red variety under the names of Blue Stem, and two Tappahannocks, and so on. It is even claimed by some that the now popular sorts are old ones renamed.

#### PREPARATION OF SOIL.

In the preparation of soil for wheat we should seek to make it free from excess of moisture, deeply prepared or rather free from any hardpan, whether natural or produced by plowing for successive years at a uniform depth, finely comminuted and compact. These requisites point to the best natural soil as well as to the modifications required to be made in those not in themselves entirely suitable. If a given field is wet, naturally, it is not fit for winter wheat, of all things, until it is drained. This may be done by underdraining with tile or by other methods cheaper and less lasting; but in ordinary practice the best way is to plow the field in one land or several large lands, in which we begin at the center and continually go around the plot until it is finished, throwing the furrows all to the center in one direction. This process, however, is not an immediate remedy, as it requires several years to develop its best results, and hence for immediate results it is often desirable to ridge up wheat land by plowing into narrow lands.

Depth of plowing or other preparation of soil does not seem to be so essential in our soils, provided there is no hard stratum left by former plowings, that the roots must penetrate. Success in growing wheat in our new soils was formerly most assured on prairie sod turned over not more than two or three inches deep.

Finely pulverized earth, however, is very desirable, especially when we consider that the seed of winter wheat must be sown often when the weather and even the soil are very dry, and must pass through a winter, often snowless, in our latitude, exposed to the vicissitudes of thawing and freezing, dry cold, and cold saturated with wet. If the seed be in a too open soil it is liable to have its vitality destroyed by drying, drowning or freezing out, as is its actual fate in the coarser soils of our central and northern prairies and as is not the case in the silty white soils of the south. This point is treated of at some length by Dr. Madden, quoted in Klippart's *Wheat Plant*, page 419.

Hence the value also, in part, of a well compacted soil, and the curious fact that the English use rollers of immense weight to pack the plowed land before the drill. Hence the fact that many of our wheat growers insist upon the use of the harrow, the roller and the clod-crusher after the last plowing, to make the ground not only finely comminuted, but very hard, so that the flukes of the drill can barely enter it deep enough to deposit the seed.

These I consider the four theoretical points to be considered in thorough preparation of the ground. To arrive at these practically we plow the ground to be sown to wheat as soon as practicable after removing the crop of oats or other spring or fall grain that it succeeds. As to the matter of succession, I have it follow an oat crop, and then itself; or in other words, grow two crops of wheat before seeding down to grass. A very successful wheat grower of my acquaintance prefers to sow wheat upon an early broken up meadow sod, giving it the strength and lightness induced by the decaying roots and stems of grass and clover. I prefer myself, however, to give my corn crops this advantage, believing that after two crops of corn and one of oats have succeeded the grass land, that the wheat upon the average will succeed better than upon the grosser sod, or at any rate, that the corn will best utilize its coarser plant food.

The ground should be plowed as soon as it is moist enough to turn over and pulverize well, because it is hazardous to miss any chance of the kind after the drouths of our hot summer begin. Even if the ground be not in entirely satisfactory condition, it is better, all things considered, to plow it early. If in good condition, this plowing may as well be the final one, and, in that case, should be thoroughly done by making a thorough pulverization and turning over, to a *sufficient* depth of the soil. This depth must be determined by the general character of the soil and the special condition of the field. A loose, open soil wants shallow plowing, when a close, tight soil wants deeper tilth. A worn field, or one that has been badly plowed when too wet, will generally be improved by deeper plowing, whilst in new land it may be a positive

disadvantage. If the condition of the land is such that a good plowing is secured at first, this one will be sufficient in most seasons; though it is possible for it to become so parched and foul with weeds from unusual and heavy rains as to need a second plowing. Usually, however, the frequent use of the harrow will keep down the weeds, and fine and pack the earth to a proper condition.

If it be impracticable to make the early plowing a thorough one on account of drought, then the second plowing; which is practiced by many good wheat growers, just before sowing, becomes necessary.

In either case all clods should be harrowed, rolled or crushed into powder, the ground made hard and firm and the grain drilled in at the rate of from three pecks to five pecks to the acre, according to the conditions. Various theories prevail as to the proper direction of drilling. Some would drill in the same direction that the ground is plowed, whatever that may be; some drill across the prevailing wind of winter, and therefore, in this State, drill north and south; others drill so that the sun may strike into the furrows of the drill as little as possible, and therefore drill east and west; it is advantageous, in preventing the washing of soil, to drill across all slopes in hilly ground. It is probable all of these methods have their advantages, but not very essential ones, and may be safely left to individual cases, where the special conditions will dictate what is best to be done.

The time of sowing has varied greatly in this part of the State within the last twenty-five years. In the earlier period the first of September and even the last days of August were the approved time of seeding. As the Hessian fly appeared as the drill and the earlier beardless wheats were introduced, the season of sowing was gradually made later, until now it is about three weeks later than it was twenty-five years ago, and is continued to a much later period, thanks to the drill, without very great risk. From the fifteenth of September to the fifteenth of October, is now the ordinary period of wheat sowing in this part of the State. Yet it may be doubtful whether, in their anxiety to escape the attacks of the Hessian fly, wheat growers do not fall upon a greater evil in winter killing and the later ripening and consequent danger of rust and extreme heat in harvest. Early sowing, if the fly can be circumvented, is much preferable.

#### PROFIT OF CULTURE.

A good many figures have been made upon this subject, and I insert here three estimates, one made by Geo. Geddes of New York, several years ago, one made by myself in 1869, after consultation with several experienced wheat growers from different parts of Southern Illinois, and one by H. H. Gibson of Madison county, before the Farmers' Club of that county.

## COST OF CROP PER ACRE.

	Geo. Geddes'.	My own.	H. H. Gibson's.
Plowing .....	\$1 50	\$2 00	\$1 90
Harrowing.....	25	30	42
Rolling .....	25	.....	42
Drilling .....	31	30	53
Seed.....	2 50	2 50	1 88
Cutting.....	66½	1 00	1 31½
Blading .....	66½	1 25	1 31½
Stacking.....	66½	1 10	1 02
Threshing.....	2 50	2 40	1 90
	<u>\$9 31</u>	<u>\$10 65</u>	<u>\$10 70</u>

Assuming a product of 20 bushels to the acre, this would be a cost of 50 cents per bushel, and taking the average price of wheat at St. Louis for the last 22 years, as given by Mr. Gibson, at \$1 28, to be a safe average net value to-day, the product per acre would be \$25 60, or a net value of about \$15 per acre, as a fund for interest on the investment and taxes. It is very safe, however, to say that whilst these calculations are quite reasonable and easily within the possibilities of good farming, it is an ideal which the average production of the State does not by any means reach. In the table I have given above, although the assessors' returns of acres are probably under the truth, and the census returns of bushels in relative excess, the average product of the State is only 12½ bushels per acre.

## MOST ECONOMICAL USE OF STRAW.

In the above calculations nothing has been said of the straw which it has been the wasteful custom of pioneer farming to burn or leave in heaps to rot. Yet this, to my mind, is the important and vital point in wheat growing, as upon it sooner or later seems to turn the question of profit or loss in wheat growing. We are told that in some instances in England, wheat is now grown not from any profit accruing from the grain, but in order to get its straw as an absorbent and manure. Mr. Geddes, whom I have quoted, estimates the value of the straw from an acre of wheat in New York at \$2, and Dr. Miles, of the Michigan Agricultural College, calculates its manurial value at \$2 14. We are pretty safe, therefore, in assuming that thus far in western wheat growing there has generally been a waste of from \$1 to \$2 per acre in straw alone, and that the utilization of this should be a future object of all good wheat growing farmers.

To a certain extent the manufactories of straw wrapping paper create a direct market for straw, but this cannot be much calculated upon save in a few localities, and it robs the farm of its product without making due return, unless the man who hauls straw takes a return load of manure. In the vicinity of cities and large towns there is a demand

for straw for bedding, packing, etc. But the principal place of consumption must be the farm itself. The straw must be as well cured as may be, by early cutting and early stacking, or placing in the barn so as to be as palatable and nutritious as possible, and then fed to the manure-making animals, which are specially cattle and sheep.

It may be answered that it will not pay to keep cattle or sheep on our wheat growing farms; that the land they pasture can be more profitably used growing wheat. But it has been found that a given area can produce more wheat in a term of years with cattle than it can without—that is, the cattle not only keep themselves but grow some wheat, and are that much clear profit. Such, at least, is English, and I believe New York experience. In short, the wheat lands of Illinois must keep more cattle and more sheep. They are producing in the counties about the Great American Bottom, a quality and yield of wheat that, with good farming, may make it a valuable crop.

## ESSAY ON THE APPLE.

BASED ON THE EXPERIENCE OF THE AUTHOR.

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BY ALBERT DUNLAP, CHAMPAIGN.

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### VARIETIES.

There are about two thousand varieties of the apple named and described, and it is probable that two-thirds of the list has been planted in this State. But a small proportion of these varieties have proved pre-eminently valuable to us; yet we need not be surprised at this, as history is but repeating itself. From the early settlement of the New England and Middle States, they have planted these same varieties; and to-day they have less than twenty-five varieties that are highly esteemed. While our list of favorites is not so small as theirs, it is probably owing to a more favorable soil and more genial climate. We are, therefore, reduced to a small list, if we would select the most desirable of these varieties for an orchard, and at the same time have regard to a succession of fruit and of annual crops, taking also into consideration hardiness and good keeping qualities.

Of the most desirable Summer Apples we may name Early Harvest, Red Astrachan, Sops of Wine, Golden Sweet and Lowell, though the last named may not be considered a strictly summer apple in the north part of the State. For Autumn, Fall Wine, Autumn Swaar, Stanard Rambo, and Fameuse or Snow. The Winter varieties embrace a more extended list, and occupy a longer period of time. Jonathian, Domine, Ben Davis or New York Pippin, Smith's Cider, Wine Sap, Willow Twig and Little Romanite rank as our best varieties for winter.

This list is not large, but will afford a succession of fruit of good quality for eating and cooking.

The list of Winter Sweet Apples has not been definitely settled. Winter Bough, Sweet Romanite and Paradise Sweet are each more or less favorites; but the demand for this class of fruit is not large.

Cider making is becoming an important item in orcharding, and it is preferable to have one-fourth to one-third of each pressing of pumace sweet apples, as it imparts a certain richness to the cider that is very



desirable. For this purpose we have found Blenheim Pippin and Baker's Sweet valuable. The Hewes' Virginia Crab is also an excellent cider apple. We should not confound this with the Virginia Crab. The former is a red, while the latter is a green apple.

In market a red apple commands the most ready sale, owing to its fine appearance. Yellow apples are generally considered the richest in flavor, but are thinner skinned and more liable to bruise, and when bruised, show the discoloration; while the red apples are thick skinned, bear rougher handling, and when bruised do not so plainly show the defect. For this reason red apples are the most popular with the commercial orchardist.

The Early Harvest is a very popular apple, as it is one of the most widely known. It is a yellow apple of fine appearance, but does not bear shipment as well as some others. It is one of the first to ripen, and is valuable both for the table and kitchen.

Red Astrachan is a large red apple, thick skin, very showy, and is in demand by the retail dealer. It is also an excellent cooking apple. Somewhat tardy in coming into bearing, produces large crops alternate years.

Golden Sweet is the most desirable sweet apple of its season, bears annual crops, and is hardy. It should not be confounded with Sweet Bough.

Sops of Wine ripens immediately after the Red Astrachan, bears shipment well, and is a regular bearer. The tree is an upright-grower in the nursery, but is a spreading tree in the orchard.

Lowell follows the latter in the season, is of large size, productive and hardy; it is, therefore, popular, and many orchardists are placing it at the head of the list of summer apples.

Fall Wine is a delicious fruit, showy, but will keep but a short time; it needs great care in shipping on account of its delicate texture. It should find a place in every family orchard.

Autumn Swaar is a crooked-growing tree, and is therefore not a favorite with nurserymen, and has consequently not been so widely disseminated as its good qualities would seem to demand. The fruit resembles somewhat the Winter Swaar.

Stanard is a fine showy apple, above medium size. In the northern part of the State it is a winter apple. The tree is a very strong grower, with a spreading, irregular head.

Rambo is too well known to need any description at our hand, as it is one of the most popular apples.

Jonathan is rapidly gaining favor. It is a red apple of fair size and fine flavor.

Domine succeeds best in the northern and central part of the State; produces immense crops of fine showy striped fruit.

Ben Davis, of recent origin, is coming rapidly into favor. The tree is hardy, fine form, and seldom fails of producing a large crop of good sized apples. It is considered by many to be the most profitable winter apple in our list:

Wine Sap is an old and well-tested variety; fruit usually of good size, keeps well, and always commands the highest price.

Willow Twig is another popular apple, and one of the longest keepers. The tree is not popular with nurserymen, as it is of very slow growth when young, but planted in the orchard it is a better grower, and keeps pace with most other varieties.

Little Romanite is objectionable because of its small size; but if the trees are kept cultivated, the fruit will be of a very fair size. It is an excellent keeper, and will bear rougher handling than most any other variety. It is not surpassed as a cider apple.

We have no doubt but on further trial other varieties will prove equally as valuable; but for the present we prefer to plant only such as have proved reliable, and for this reason the foregoing list has been selected.

#### CULTURE.

While the orchard is young, it may be profitably cultivated to hoed crops. Small grain should never be grown in an orchard. Buckwheat answers a good purpose, as it keeps down the weeds, and leaves the ground in good condition.

Seeding down with clover is probably the best method to pursue after the trees have attained bearing age. The clover should be mowed two or three times during the season; and if left in the orchard will enrich the soil sufficiently to promote a good growth of the tree. If the successive cutting of clover is removed, a top dressing of manure will be necessary once in two years.

#### INSECTS.

The Codling Moth is the most destructive to the apple crop. Removing all of the fallen fruit daily, we have found to be the most practicable way of getting rid of this pest.

The Tent Caterpillar is troublesome in some seasons. If a careful watch is kept for them, and their nests destroyed when they first appear, they will do but little damage. We are informed by fruit growers in the southern part of the State that the apple crop is seriously injured some seasons by the curculio; but here, and farther north, no difficulty from this source is experienced.

#### DISEASES.

Apple trees in this State are comparatively free from disease. The leaf and twig blight are quite prevalent some years, but aside from the

unsightliness of the trees caused by the discoloration, we have not discovered any damage. Unlike the pear blight, only a few inches of the new growth is affected.

#### MANAGEMENT OF THE ORCHARD.

To realize the best results from an orchard, we should be careful in the selection of varieties; and a well-drained location should be chosen on which to plant the trees. The distance between the rows should not be so small as to preclude the trees from obtaining their full bearing capacity, and to make it difficult to gather the apples. Neither should there be too much space. Twenty-four feet each way has been our practice of setting trees, and we find it a suitable distance. If the land is low and flat, the land between the rows should be plowed toward the trees, so as to have the "dead furrow" in the center, to allow the water to pass off freely. All the sprouts should be kept from the base of the trees, but we have not found it advisable to prune out the heads, as it lessens the capacity for fruitfulness and induces the growth of water sprouts. All of the fallen fruit should be gathered and made into vinegar, as the profits of the orchard are considerably increased from this source. All fruit should be carefully hand-picked; and that intended for market should be assorted and put in clean packages. The commission men of Chicago assure us that apples in new barrels bring enough more to pay for the barrel, even if old ones could be had free of cost. Varieties that drop from the trees, such as Roman Beauty, Stanard and Domine, should be picked early. Winter fruit should be kept in a cool place, at a temperature of 40° as near as can be done.

The demand for winter apples has not yet been supplied, and if we wish to obtain the best results and find a ready market for our apples, we should plant at least three-fourths of the orchards to winter varieties.

The orchard should be sheltered on the west and north by belts of rapid-growing trees of desirable varieties. We advise the planting of White Ash, American Elm, Sycamore and Ash Leaf Maple. Varieties of the Willow are rapid growers, but the timber is of but little value.

## PEACHES.

VARIETIES, CULTURE, AND INSECTS AND DISEASES PECULIAR TO THIS STATE.

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BY W. C. FLAGG, MORO, ILL.

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Few fruits are more attractive than the Peach. The rare beauty of its fruit is fitly expressed by Whittier in his Cobbler Keezars Vision of the agricultural exhibition :

"And the peaches had stolen blushes  
From the girls who shook them down."

(albeit the practical fruit grower would hardly approve shaking off fruit that was to be exhibited at the county fair). And the luscious quality of the handsome fruit is quite as attractive to the taste as its coloring to the eye. And although unfortunately limited by our severe and irregular winters too much to the southern part of the State, yet during the last few seasons it has not been an unknown fruit in the northern. Samuel Edwards, of LaMoille, Bureau county, even informs us that during the last four years—1869-72—he has grown peaches in the shelter of his great evergreens, a fact showing that under proper conditions, "some things can be done as well others," and among them peaches grown upon our northern prairies.

The peach, so far as we can ascertain, is a developed almond, and, like it, seems to have its native country in some *terra incognita* in central or eastern Asia, probably China, and to flourish there as it does here in a climate of great extremes, rather than in the perpetually warm tropics, or in the neither hot nor cold climate of western Europe. This adds to our hope that there is no inherent reason why the peach should not still be grown throughout the State of Illinois. In fact, Judge J. G. Knapp, of Madison, Wisconsin, states, in the *Prairie Farmer*, that George P. Peffer, of Peewaukee, Wisconsin, has succeeded in growing seedling peaches, that now, in the seventh Wisconsin generation, are quite hardy, and this accords with facts given by Darwin of the extension of the cultivation of the maize, northward in Europe, by a gradual acclimating process.

Hoping much for northern Illinois, I feel certain that the river bluffs and loess soils of central and southern Illinois are, and will be, famed for the quantity, and still more for the quality of their fruit, which seems to me much superior to that grown on the sandy soils of the eastern peach-growing States, and of Michigan; whilst much less subject to "yellows" than trees in sandy and easily exhausted soils. In fact I have a good deal of faith in the dictum of Dr. Hull, that Illinois is the best peach growing State in the United States, and therefore in the world.

In submitting a paper upon the subject, I shall assume that the varieties and management preferred are those in which market success is looked to, or, what is the same thing, fruit for family use grown in abundance, and good quality, without great expense; and shall, perhaps, say less of amateur varieties that "will not pay," etc., than would otherwise be the case.

#### VARIETIES.

The varieties of the peach are becoming numerous. Dunning, in the large edition of his *Fruit and Fruit Trees of America*, enumerates 238 varieties, which is a larger number than can be found in any other American work. Carriere, however, in his "*Nomenclature des Peches et des Brugnons*," gives the names of not less than 1,744 European and American varieties of Peaches and Nectarines, to which, without much research, I have added more than 150 more; so that I have no doubt that the list of named varieties, sometimes cultivated, could be easily swelled to 2000. More, however, than in the case of the apple, even, we find new varieties that differ in little from old sorts. The peach, in many of its varieties, reproduces itself with great exactness, as in the case of the Heath, Columbia, Smock and other less known sorts, and numerous so-called varieties have nothing to recommend them above, or even distinguish them from the old kinds, and even of well marked and known varieties, the number is small that one would recommend with entire confidence to grow for profit. Some would cut down the number to a list that I think might prove unprofitably small. For, in peach growing, as in other fruit growing, we find a certain adaptation of seasons to varieties, so that a given variety may be highly valuable one season and of little worth the next, and worth cultivating until a full succession of varieties adapted to all seasons is discovered.

During the year 1872, I have feinted a good many varieties, old and new, and although the season was unfavorable for proper maturation, have been a good deal interested in the results. I will accordingly make lists of approved and well known varieties ripening in succession, and then of newly tried and promising sorts.

The following is a list of sorts that, with me, have proved from very good to desirable:

For four varieties hardy in bud and covering the part of the season most profitable in this part of the State, I would name Large Early York, Oldmixon, Stump the World, and Heath Cling.

For a large list, and one covering more of the season, I would name Troth's Early, Large Early York, Oldmixon, Late Red Rareripec, Stump the World, Heath Cling.

For a yet larger one, including, however, yellow-fleshed varieties, whose buds are more tender, I would give Hale's Early, Troth's Early, Large Early York, Crawford's Early, Yellow Rareripec, Oldmixon, Reeves' Favorite and Late Red Rareripec, Stump the World, Crawford's Late, Ward's Late Free, Smock and Heath Cling.

For a yet larger list, including varieties but little tried, but of great promise, as well as varieties ripening together, I would name the following: Hale's Early, Troth's Early, Mountain Rose, and Barnard's Early, Large Early York, Crawford's Early, Yellow Rareripec, Moore's Favorite, and Oldmixon Free, Magnum Bonum, and Late Admirable, Late Rareripec, Columbia, and Reeve's Favorite, Stump the World, Crawford's Late, Ward's Late Free, Smock, Heath Cling, Picquet's Late.

We are promised from Pulaski county a peach earlier than any yet mentioned, ripening in advance of Hale's Early, but it has only been fruited one year (1872), and its exact merit cannot yet be determined.

Premising this much of varieties let us consider the growth and training of the peach tree. It is generally agreed that budded are preferable to seedling trees in the orchard. The latter are not necessarily any hardier than budded sorts. Among a large number of seedlings I find none hardier in bud than the Hale's Early, and many seem as tender as the Early and Late Crawfords. On the other hand the mere advantage of uniformity in appearance, quality and ripening of fruit, is a great deal to the orchardist, saying nothing of the superior quality thereby secured and made certain.

Peach trees should be budded not far from the first of September, according to the season and the state of the bark, of the first year of their growth, from the stone. At the end of the second season, when the stock or root is two years old nearly, and the bud just one, the plant is at the best age for transplanting. It is preferable, I think, however, as a rule, to plant in the spring rather than the fall. The tree should, when transplanted, be pruned close to a single stem or stick, and cut off as high up the stem as one can find firm wood and well matured buds.

The site chosen for planting the orchard should be as free from all frosts as may be. In our prairies the higher mounds and eminences, along the rivers, the levels on the brows of the higher bluffs, and about South Pass and Makanda, the tops of the higher hills are, as a rule,

the best. No special exposure that I have observed seems better than another; but warm and sheltered southern nooks are dangerous to the peach as well as other tree growth, in exciting premature growth. Shelter from the western winds as we go northward, and the more and more frequent interspersion of evergreens, will probably aid the northern planter in peach growing.

The soil for the peach should be, above all, calcareous. I cannot commend sandy soil, as many do; for though light and easily worked, it does not seem to secure the finest fruit nor the longest life. Our black prairie soils are not congenial, nor the stiff clays that underlie them. But take the white soils of our Northern and Central Illinois prairie eminences and groves, the white soil that covers the winter wheat region of Southern Illinois, and above all the loess or bluff formation that makes a narrow border along the bluffs of our great rivers, and we have a soil well fitted to make good trees and good fruit.

This soil, before planting the trees, should be plowed deeply. If it is an old field somewhat worn, I think none the worse of it. It should be deeply plowed, particularly under the place of the rows, and planted as early in spring as the soil will permit after pruning the stem as before directed and cutting off with a clean cut any broken or very long roots.

The different varieties are most conveniently arranged in squares of 9, 16, 25, 36, 49, 64, 81 and 100, or more trees, according to the size of the orchard, each square including a variety and placed in the order of succession in ripening. This is more convenient in giving special cultivation that some varieties need, and in picking and packing it places all the trees of the variety that is gathering under the eye and control of the owner or foreman, and requires much less carrying to and fro of baskets and ladders.

After planting, cultivation of the field in corn is preferable to any other management. The ground should be so laid off that each tree will take the place of a hill of corn, and the corn should be well tended. The branchless stem, when it begins to put forth its new limbs, should be encouraged to make a single strong shoot from near the top of the old wood, to which all the side shoots should be subordinated by pinching; but short growths should be permitted along the trunk to keep it in a healthful condition. The object should be all this time to put the tree in a pyramidal form, with a single stem going up through its centre, from which the various side branches shall put forth. The second year, the same cultivation being continued, the trunk of the tree should be formed by pruning off in late winter all the side growths up to the height of 4 or 5 feet above the ground, after which the trunk should be kept smooth, and the tree, as far as may be, required to conform to the shape of head above indicated.

The pruning of the peach tree for fruiting is a subject upon which an essay of itself might easily be written. My own experience leads me to believe that shortening in one-half all rank and all projecting growths during the second and third year in the orchard, makes a stronger, stockier tree in coming time. Such a process followed up, however, would fill the tree with an excess of small wood bearing no fruit buds, or weak ones, consequently a thinning out process must begin, and the shortening in measurably cease; or, if continued, it must be as Dr. Hull has demonstrated, accompanied by root pruning.

The management of the peach tree in the fruiting season, however, will best bring out the best method to prune for fruit. Pre-supposing a bountiful promise in the way of live buds at the end of winter, and that they will remain with us until the blooming season, what should be done with well conditioned trees? These are then full of a great surplus of fruit buds, the flowering and fruiting of which will either tax the strength of the tree heavily or result in imperfectly swollen and ripened fruit. To get rid of this surplus we must perform a dis-budding process of some kind; and this, in the case of the peach, is most readily effected by a pruning that shortens in some of the bearing wood, and cuts out entirely the rest until the proper capacity of the tree for fruit bearing is reached.

Dr. Hull, of Alton, who is the great apostle of peach culture, may by some be thought to push this theory to an extreme. Looking into his orchard after the spring pruning, it seems almost denuded of branches. Although the trunks of the trees are perhaps 5 feet high, the surmounting head is kept cut down so that its highest points may be pretty readily reached. The main limbs are few in number and the bearing shoots few and far between; perhaps in some cases not over 300 and in no case over 500 of these twigs will be left, or from 600 to 1,000 peaches on a tree. There is thus but few fruit and few leaves left, but these are of unusual vigor and size; and Dr. Hull's theory is, that large leaves are essential to large fruit.

Here, however, a difficulty arises in the outset. The tree has now, perhaps, no more vigor than will ultimately be needed to perfect the fruit and make wood growth and buds for the coming year. But the tree above and below ground has made preparations for a different and less valuable work—that of growing wood—and will perform it unless checked, as is done by root pruning, and restoring the balance of power that has been destroyed by the wholesale cutting away of the branches. We thus have a stunted tree, whose fruit is a little in the condition of that upon a ringed branch or stem, and with the orchard in fine tilth, and a diligent hunting of the Curculio, and thinning of the fruit, Dr. Hull has produced the finest fruit grown in the West.



I have seen very fine fruit grown by adopting a less severe course of pruning and thinning and applying manure to stimulate the heavily laden trees. This also was attended with very good results.

#### DISEASES AND INSECTS.

The diseases fatal to the peach tree are not troublesome in Illinois. I have seen the dreaded "yellows" at only one point and have heard of it at one or two more, but I suspect it will not be so troublesome in Southern Illinois as in New Jersey. Its fungoid character has been pretty well proven by Prof. Taylor, of the Agricultural Department at Washington, but the cause of the fungoid growth seems to me to be the debility caused by winter cold without a sufficient vigor from being planted in a rich soil to overcome it. At any rate the "yellows" are not found in glass houses nor in Southern climates, nor in the moderate temperature of Europe. It would be interesting to know how it is in China and the extreme climates of Eastern Asia. But whilst I would use all care to prevent the disease from getting a foot-hold in any orchard, and would recommend the ordinary practice of destroying them root and branch, yet I am not very fearful of the disease becoming very common in Illinois.

The Peach Tree Borer is the chief insect that we have to encounter as an enemy of the peach tree, and his devastations are easily prevented or checked. He does not like to attack trees under clean culture, and a biennial examination with the knife is sufficient to keep out all invaders; and whilst the Borer is by no means an enemy to be despised, he can undoubtedly be easily kept under by this, and indeed by many other methods.

The arch enemy to the peach grower, is the Plum Curculio, whose devastations in some seasons almost entirely destroy some varieties and damage all more or less. Against this insect no entirely effectual device for our part of the country has yet been discovered. E. Urranger and Barry, of Rochester, and John J. Thomas, of Union Springs, New York, and other Northern horticulturists, appear to have had nearly perfect success in protecting their plum crop by means of the "jaring and catching" process—placing sheets under the tree and striking the tree a sudden blow, which causes the Curculio to drop suddenly in alarm upon the sheets. The "Ransom process" of placing chips, etc., close about the trunk of the tree as a place of shelter for the insect, and examining them occasionally, has also proved of some value in Michigan and elsewhere. In Southern Illinois, however, where the heat is greater and of longer duration, some difficulty has been found in applying these remedies, and it is possible that the evil can only be palliated, not prevented, in most seasons. This, however, is worth trying for, and the practical knowledge of the subject has increased rapidly the last

few years, so that we may anticipate still more rapid advances in the methods of checking their ravages.

Among these I attach considerable importance to the new improvement to Dr. Hull's Curculio catcher, which I saw in operation in July last, though I have never made any personal test of it. It consists of a large inverted umbrella-like frame, covered with coarse cotton. In the center of this a man stands, supporting the inverted umbrella by straps passed over his shoulders. Before is a broad slit in the umbrella, which admits the trunk of the tree as he walks up to it, and which can then be covered with a slip of cloth attached to the canvass on one side and tacked to a lath on the other edge, so as to be handily laid over or away from the slit when desired. The whole machine does not weigh over 10 pounds, and in clean ground with trees of medium or high heads, and in windless weather, can be worked with great rapidity. The operator walks up to the tree, covers the slit in the canvass, strikes the tree or its principal limbs, if it be large, two or three smart blows, wheels half round the tree in so doing, uncovers the slit in the canvass, backs out, turns half round, which brings the slit opposite the next tree in the row, walks up to it and so repeats the process. Dr. Hull has in this way gone over 275 trees an hour, or between 4 and 5 a minute, where all the conditions were favorable, and I am ready to say that here, if anywhere, ought to be found an effectual means of catching the Curculio. Another year this instrument will, I hope, have a wider test, and prove more practicable for the masses of fruit growers than any thing yet devised.

# DEPTH OF PLOWING, PULVERIZATION, COMPACTION AND STIRRING OF THE SOIL,

CONSIDERED IN REFERENCE TO THEIR EFFECT ON GERMINATION AND GROWTH.

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BY T. J. BURRILL, URBANA.

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Our soil culture is mostly performed as a mere art, without much thought as to the real reasons for each operation in all its variations. To be sure, science has much to do with these operations, but the problems are at best complex, and many of the factors wholly or partially unknown. The teachings of science have been but partially read, a few only of the fundamental facts have been considered, and drawing hasty conclusions scientific men have made mistakes that have had the tendency to destroy whatever confidence the practical operators have had in all such instruction. In what follows, nothing very learned is attempted, and very little is advanced that has not the support of practical tests and careful long-continued observation. The general uses of the soil are first considered, as it is impossible to intelligently manage anything without the fullest conception of what that thing is for, and it is equally impossible to separate the effect of mechanical operations from that of other modes of soil treatment. In the first part of the paper therefore a wider range is taken than that indicated by the lengthy title above. Indeed, if I succeed in putting my thoughts properly upon paper, we shall see that these other means of treating soil may often take the place of plowing, harrowing and the like, and very often to manifest advantage. It was stated above that scientific men had sometimes made mistakes upon the theory of soil culture; but the writer firmly believes a hundred fold more mistakes are now made every year in practice, amounting to an immense tax upon the toiling thousands of our broad and fertile agricultural plains. Let us, if possible, reduce this hardest of all taxes, keeping empty many, but filling no one's treasury, by using all the knowledge, scientific and experimental, that can be obtained.

## USES OF THE SOIL TO PLANTS.

1. It permits the entrance of the roots and thus holds the plants in place.
2. It absorbs and supplies moisture.
3. It absorbs and supplies gases from the atmosphere.
4. It absorbs and equalizes heat.
5. It furnishes food from its own elements.

There may be other uses of the soil, but these are very prominent ones, without any one of which our cultivated plants never reach maturity. Failing in any one, they fail altogether. So far, then, as these named uses go, that soil is the best naturally, and is in the best condition by art, that most perfectly accomplishes in the aggregate these ends. Let us examine each in detail :

1. The roots of plants always grow by the additions of cells very near the tips. These cells, like all other young vegetable cells, are exceedingly delicate, and remain so until their growth is fully accomplished. Were it not that a number of hardened cells, probably lifeless at the time, covers and forms the point of the extending rootlets, our finest soils could not be penetrated by them. As it is, hard lumps impede or entirely prevent their progress, and this is quite as true of our storm-defiant forest trees as of the germinating grass, the advancing rootlets are alike young and tender. After roots are hardened and toughened by the thickening of the cell walls, not one atom of increase of length takes place : hence during the whole course of growth of a plant the soil must be such as to admit these fragile rootlets. If fineness of particles is more important to the germinating plantlet, it is because its root tips are fewer and not because they are weaker. But roots are as effectually stopped by air cavities as by hard lumps. Ordinary roots can no more penetrate dry air than they can a block of granite, neither have they the power of running around and so escaping the blockade of the former, which they exhibit in the latter case. Hence, besides being fine, the particles of soil must be compact and deep enough to keep the whole continually moist. Roots must also be held firmly in place, for, if after throwing out their thread-like branches, they are moved in the soil, these slender fibres are broken or torn from their place to be destroyed. The swaying of the top by the wind or the weaving and shaking of unskillful planters, tend to pull the rootlets out, to be doubled upon themselves when the main root presses back again. It is vitally important to the plant that the top is held erect that it may spread its branches and unfold its leaves to catch the full requirement of sunlight and air, but it is equally vital that the roots be so firmly

held that the forces above shall leave them perfectly unmoved—a further reason for fineness, compactness and depth.

2. Soils vary greatly in their powers of absorbing and holding moisture. Sands and sandy soils permit water to pass rapidly through them and they absorb little from the air, so they are severely affected by drouth: while clay and humus soils retain large quantitles of water, as such and as vapor, and when not already saturated absorb greedily from the air. Not only do different soils thus vary, but the same soil varies according to its condition. Much has been said about capillary attraction bringing the moisture from below, and there is doubtless some truth in the statements, but not so much as has been sometimes imagined. Indeed it often matters little whether there is water below or not, certain soils in certain conditions are almost invariably moist enough in our climate for plant growth, though absolutely deprived of water from below. The effects of mulching with straw and so forth cannot all be due to the mere stopping of water brought from below by capillary attraction. Quite the reverse, for these substances used as mulch would act the same as the loose soil and still further elevate the moisture until, reaching the surface, it would be carried off by the winds. Finely pulverized soil and mulching do most certainly act in the same way, but it is rather from absorbing moisture than from otherwise obtaining it. In our driest seasons, if we expose a pitcher of ice water to the air, moisture rapidly condenses upon its surface, showing us the abundance always at hand. Now such loose soils and mulched surfaces are usually much cooler than the air, and doubtless obtain their moisture to a very large degree in the same way—chemical affinities aid, and in some cases, no doubt, are principal. But under any circumstances, a soil that is baked or glazed on top cannot thus enrich itself from the air.

It used to be thought that plants received their food through their roots in solution in water, taking, sponge-like, whatever substances were dissolved, but though no solid substances can enter the plant as such, and though in particular cases plants do take coloring matter, etc., with water, yet it is easy to prove the falsity of the opinion as applied to the general nutrition of plants. In truth, few plants can at all survive with their roots immersed in water, and there is positive evidence that even water plants do not admit water as such into their tissues. If they did the ash of these plants should be the same as that of the residue after evaporating a quantity of the water, but this is by no means the case, as has been often shown. While the plants contain no inorganic materials not in the water, they have not all of them, nor these in the same proportion: clearly showing these plants, like others, have the power of selecting their food. Immersed, as they are, in water, no plant tissues are dryer; we must look to the rainless plains for plants filled to their

fullest capacity with fluid. If we think, we all know that the plants in our cultivated fields do not obtain their mineral food from a solution in water, for the fertile soils do not have the water within reach of the roots. They would starve to death if so dependent. But there is equally positive proof from another source. If the brown liquid of the barnyard be passed through or even placed in contact with a quantity of fertile soil, the water becomes pure, immediately losing the elements held in solution. So it is found that when any of the elements of plant-food usually obtained from the soil is dissolved in water and passed through a sufficient quantity of soil, the water issues without the substance dissolved. The soil takes greedily from the water instead of the water taking from the soil, and so supplying the roots of plants. The roots, by a kind of digestion, take the elements that are in immediate contact with them. Still the substances must be capable of being dissolved perfectly in the fluids of the plant, as not even the minutest solid particles can penetrate the cell walls. What is wanted then is a continuous supply of moisture in the form of vapor. If water containing the elements of plant food falls upon the soil, passes through and escapes, so much the better, but if it stagnates upon the surface or within reach of the roots it is injurious in the extreme. Towards accomplishing these results art can aid in three ways, and in only three ways, so far as principles are concerned.

First, by finely pulverizing the surface or by mulching, so as to absorb and retain vapor.

Second, by adding materials which are in themselves absorbers, as manures, muck, etc.

Third, by drainage. This last can only be seen to be an aid towards a constant supply of moisture in its required form by a consideration of something like the foregoing. The fact, however, is certain that under-drained lands withstand drouth much better than those not so treated. Surface drainage is also important.

3. Nine-tenths of the substance of plants is derived from atmospheric gases. All that escapes in burning is from this source, the ashes alone containing the portion derived from the elements of the soil. Chief among the gases are carbonic acid, nitric acid and ammonia, the last two furnishing the same element, nitrogen, and the former, carbon; and these, with the elements of water, oxygen and nitrogen, compose, in many cases, as high as 98 per cent. of the whole plants. It has been repeatedly proved that carbonic acid is taken both by the leaves and roots. One twenty-five hundredth part of the whole atmosphere is carbonic acid, being constantly about the same; for the breath of animals and the products of decay and combustion just equal in their supply the amount yearly used by the vegetable world. This gas is heavier than

common air, so that when formed from decay of organic matters in the soil, it remains in the pores, and in such confined air a far greater proportion of the gas is found. Plants seem to thrive better as this proportion increases until one-half of the whole is carbonic acid, hence the advantage of an artificial increase in large quantities. It was formerly thought that plants took in immediately by their roots the soluble substances of organic manures; but this was based upon the old and false notion that all plant-food was obtained in water solutions. Doubtless the only use, as food itself to plants, of carbonaceous manures, is the supply of carbonic acid which comes from their decay, and providing all else is favorable, plants may obtain enough of this from the air. But nitric acid and ammonia are taken only by the roots. At any rate it is well known that they are thus taken, while the evidence is wanting in regard to their absorption by the leaves. Both gases are formed by the decay of organic substances containing nitrogen, and both are spontaneously formed in other ways. Each electric spark from the clouds forms nitric acid from the free nitrogen and oxygen of the air, and, as nitrates of potash, soda, lime, etc., are often formed in caves and in other natural and artificial beds, from the free nitrogen so abundant in the air: so it is more than probable that these salts are formed in all fertile soils by similar means. If a mixture of common air and vapor of water is passed through heated charcoal, ammonia is rapidly formed from the nitrogen of the air and the oxygen and hydrogen of the water. (Johnson's Ag. Chem., p. 158). There are ways by which the same gas is formed at the expense of air only. If, therefore, these atmospheric bodies constitute such an immense proportion of plant-food, and can be had in abundance from the air, we see the prime necessity of preparing our soils with special reference to their absorption. Soil culture can never be performed upon any other rational basis. We must plow and harrow and fertilize with 95 per cent. more reference to the air than to the earth. If the still prevalent impression had been true: that man had no influence over these atmospheric bodies; that his labors in cultivation only had to do with the earthy particles of plant-food; that his fertilizers were useful in so far only as they were dissolved and entered the roots with water, the manipulations of the soil, now so extensively practiced, would never have been known, because the results would have been too meager. Jethro Tull, with his mistaken yet useful accomplishments, would never have been fired with the enthusiasm of a supposed magnificent idea, which was to revolutionize the agriculture of the world. Franklin is crowned with honor for bringing electricity from the clouds; but every toiling plowman, too often bending to his task with only down-cast looks and thoughts, calls from the ocean of cloud and air above him their treasures of wealth, that, unrecognized and unthanked, lavishly bestows luxuriance upon his fields. Fortunately, the

conditions of the soil best adapted for the absorption of these gases are the same as those for the absorption of moisture, viz: Pulverization (or mulching), the addition of absorbing manures, here by preference those containing nitrogenous matter, and the removal of standing water. Water absorbs 1,000 times its bulk of ammonia, so that the rains and dews rapidly take it from the atmosphere; but, as previously stated, fertile soils greedily absorb it from the water. Finely pulverized earth, filled with watery vapor, must be in prime condition to collect immense amounts of ammonia. As pulverized charcoal possesses the same property in a large degree, doubtless the carbonaceous matter of soils also vastly aids. Clays are greedy absorbers. Some mineral manures have similar effects.

4. *Heat*.—Plants thrive only within certain temperatures, yet differ greatly as to the heat required. Wheat and other small grains generally succeed in a lower temperature than corn, while many garden plants require the hottest summer weather. Besides choosing the season of the year adapted to each crop we can do something in other ways, which come within the limits of this paper. A dark-colored soil is warmer than a light one, a dry than a wet, a finely pulverized surface than one compact and hard. Soils may be made darker by adding carbonaceous matter, as stable manure, muck, green crops, etc. Sometimes simple exposure and drainage, by permitting partial decay, will have the same effect. Surface and under-drainage will free the soil from standing water, which, if allowed to evaporate, consumes an immense amount of heat. It requires as much heat to evaporate one gallon of water as it does to raise five gallons from the freezing to the boiling point. Is it a wonder that wet soils are cold? How much heat must be saved to the plants by efficient drainage! When the surface is glazed the rays of heat are reflected and lost in space; but when finely broken up and deadened, the particles absorb the heat and the confined air holds it. Even should the surface be such as to absorb the heat, if the particles immediately below are pressed hard together or filled with water, the heat will be quickly lost by conduction. Sand rapidly absorbs heat and as rapidly parts with it. Sandy soils, of dark color, are usually warmest, because they are finer and better drained. Here, again, it appears that pulverization, the addition of organic manures are the three principal requisites, and it is not hazardous to state that the labors of the soil culturist have quite as much reference to the sun as to the earth, considered only in the direct influence of its particles. Many, in freeing themselves from a common superstition, boast of planting in the earth, not in the moon; but the coming farmer will really and scientifically plow and plant—not in the sun—but with reference to the sun as much as to the earth. Something can also be done in winter time by way of protection from the prolonged frosts; for though freezing is an



immense aid toward pulverization, the soil absolutely gains nothing when locked in ice. One night's frost, provided it penetrates to its accustomed depth, is as good as a whole winter's freeze. Several freezings and thawings may be advantageous, but if, by any means, we can keep the ground open for longer period of time we shall greatly assist it towards gathering richness for the demands of the coming year. By covering with coarse manure, straw, green crops, etc., the heat may be retained a considerable length of time to great advantage. Even snow contributes to this effect, and has been recognized as the "poor man's manure," not, as often supposed, by its bringing fertilizing materials, but by permitting the soil to gather for itself.

5. *Earthy elements of Plant-food.*—Liebig's "mineral theory" was very popular a few years ago, but enthusiasts pushed it to extremes never dreamed of by the great chief of agricultural chemists. These men, believing they possessed the whole secret of the nutrition of plants, boldly asserted that the analysis of the ash of plants immediately gave the clue to the full requirements of such plants, and that a further chemical analysis of a soil would at once determine its fitness or unfitness for the growth of the given plant, and the direct means to be used if necessary for its improvement. Seductive but delusive infatuation! Did science fail? This one-sided reading did. To-day the practical, well-informed farmer would trust the appearance to his eye, the feeling to his foot, in his judgment of a soil and its requirements, rather than the best chemical analysis that could be made—in part, a reaction from the too sanguine expectations above. It is, however, surely true, that some soil elements are vitally essential to plant-growth, and among them must be counted potash, magnesia, lime, soda, silica, iron, phosphoric and sulphuric acid; some plants requiring this, some that, and each species, differing somewhat in its proportions. Still, as indicated above, very rarely more, mostly less, than five per cent. of the whole dried substance of plants, is inorganic or earth matter, and much of this is always left in the soil, in the roots, etc., of the cultivated plants. In comparison with the total amount of soil accessible to the roots, our heaviest crops, for years upon years, remove very little, too little to be estimated by any ordinary chemical test. These elements were primarily obtained from the rocks whose disintegration formed the soil, and may therefore be practicably inexhaustible. This is exceedingly probable in our own "drift" and "loess" soils, for the materials have been so thoroughly pulverized and mixed through and through in the manner of their dissemination and deposition, that it would hardly be possible that a given portion should not contain all the elements of the whole. I confidently believe that many of our fields need nothing whatever in this direction, and that, were it not for other things, the labor of cultivation might be reduced to almost nothing. Still, the useful elements

may be too coarse or too insoluble, and thus need preparation. Silica (sand), though ever so fine, is perfectly insoluble and useless to plants; but combined with alkalies (potash, etc.) and further decomposed by the air (carbonic acid) it becomes quite soluble and in proper condition for the plants. Soil cultivation may be beneficial therefore in this direction; but again, the same operations as named above fill the requirements—pulverization, addition of carbonaceous manures and drainage—for without the first and third the air cannot reach the earthy particles to accomplish its work, and the second furnishes carbonic acid, the real solvent of the air. We cultivate the moisture, the air, the sun, the earth, by precisely the same operations. As the dirt rolls and crumbles in the furrow, nature is touched as by a wizard's wand, and obedient to the enchanter's call all heights and depths, all lengths and breadths of a universe of materials and forces respond ably and willingly in the accomplishment of his behests. Thus the preparation and amelioration of the soil, simply begun by art and man's device, is continued by a ceaseless round of nature's wonder-working powers.

It is by no means claimed that the apparently simple operations, several times classified above under three general heads, are all that can be done towards beneficial soil culture, for, under particular circumstances, we well know that mineral manures, as salt, gypsum, lime, etc., are sometimes used to immense advantage; that summer fallowing sometimes pays; that rotation of crops seems important, etc.; but it is claimed that these three principles of practice are fundamental and general, applicable alike to all soils not already in proper condition as touching one or all the points, and that there are no others thus generally important. Fortunate indeed is it for us that a single operation is useful in so many directions, and that so few really essential kinds of practice is required at our hands; for, even as thus wonderfully facilitated, the efficient management of any soil is an immense problem with some of the factors, either wholly or partially unknown. With our best information there is no easy, self-acting, patentable methods of agriculture. How crude must be the work as too commonly performed! How much labor there must be annually wasted, or even worse, positively injurious! How slave-like the toil when performed from mere routine, without the exercise of thought! Look up, O, plowman! a world of wondrous beauty and harmony, of nice adjustments and fine adaptations, awaits and entreats thy reasoning powers!

Having examined the philosophy of soil culture, we turn now to notice the practical operation of the portion indicated in the title. The application of manures and drainage will not be considered here.

It has become the fashion to extol the merits of deep plowing. The agricultural literature of the day is burdened with homilies in its inter-

est. Poor Richard's maxim, "plow deep," etc., is quoted upon every hand, and special emphasis is placed upon the second word. Now, some years ago, it was considered very necessary that corn should be hilled up—a process now known to be injurious in our Illinois cornfields. Celery has been grown at immense expense in trenches, but is now cultivated at half the cost on flat ground. Florists to this day bother and hinder their work by the really senseless habit of putting broken pieces in their flower pots, and then further cause themselves labor and injure their plants by keeping them upon open racks instead of partially plunging in sand. Architects, in Canada and other cold countries, still impose an immense tax upon the people, and cheat them out of comfort and health, by planning the high stories adapted to warmer climates. Carpenters, until recently, put four times the necessary amount of timber in buildings—and so with hundreds of notions and practices which have been inherited, or which migrate from place to place, without due thought as to their fitness under the change of circumstances. So deep plowing, from being exceedingly beneficial under certain conditions, has taken possession of the minds of men as universally profitable, and days and weeks of rugged toil have been sacrificed to the bare custom or opinion of the day.

The writer has been closely watching four consecutive crops of corn upon land not plowed at all, save by the common double-shovel cultivator. This is upon prairie land, twenty years cultivated with ordinary field crops. It has never been manured. On each side are pieces annually plowed, some sub-soiled to great depth, some trench plowed. All have been afterward cultivated alike, and during the four years the unplowed piece has produced fully as much as any of the others, with a saving of say two dollars per acre. In the same field, after a crop of oats in 1870, the land was fall plowed, and in the succeeding spring a portion was planted to corn without replowing, while another portion was carefully replowed and planted. The season proving very dry, seed corn was slow to germinate, but the former came first and kept ahead during the season, with no more trouble in cultivation. During 1872 I experimented with corn and tomatoes in a similar way upon other ground, in one case showing the same as the above, in another, upon a heavier soil, the reverse.

These and other similar experiments prove, or help to prove, just this and no more: *some soils do not need deep stirring, but may be injured by it.* On the contrary, gardens have been trenched three to four feet deep, with evident advantage. There can be no general rule in this respect, and nothing but experiment upon the particular soil will positively determine, though much may be done by way of estimate from appearance. Yet in these experiments we need a just conception of the effects of the processes tried. A boy happening to have his coat wrong side out, suc-

ceeds in finding the secreted sweetmeats in a dark cellar, and attributing his success to his peculiar dress, always afterward turns his coat when upon a similar search, and imparting his secret to others as unthinking as himself, it becomes a custom. I wish no disrespect to my brother laborers, but go yonder and ask that young man why he turns over the soil, and why he taxes his team to the utmost, by plunging his plow beam deep in the clay. "To get a better crop." This is the sum and substance of his philosophy. Ask the boy why he turns his coat in the cellar. "To find the cake basket." Without connecting reasons, is not one as wise as the other? The operations may be quite as useful in one case as the other. Indeed, this burying of the upper soil may be the worst thing that can be done, and it may well be doubted whether it is ever well to really invert any soil. All our cultivated plants push their roots far deeper than we plow, and, upon the whole, take quite as much from the soil six inches below as nearer the surface. The surface, therefore, is not specially robbed, while the action of the air and weather has improved its condition. It is the cream of the soil. Why bury it, and thus deprive the germinating plant of its benefit? Babies need the constant, anxious care of the mother, but the same nursing would be quite thrown away upon a vigorous adult; so with plants, it is when young that they need most help.

It is found that plants treated with nitrogenous manures when planted, gain much more nitrogen over those not so treated than is contained in the manure, and the fact is accounted for only by considering the increased power the manure gives the plants to help themselves from the atmosphere. Better save the best soils for the young plants. If the furrow slice is set on edge, the upper and lower portions of the soil will be better mixed if that is an object. If the object is to turn under rubbish, etc., the inverting process may be well enough. When the soil is too hard for the roots to penetrate, too compact to readily absorb moisture and the fertilizing gases, when too solid to hold heat, the more and deeper we plow the better, till these obstacles to plant growth are removed; but when already loose and soft enough for these purposes, as is the case with much of our prairie soil, plowing is labor thrown away. Sometimes the roller instead is required to compact the particles. As to fineness, a most desirable property, our common soils, if not stirred or tramped when wet, are yearly put in condition by the frost, much better than can be done by art. Labor is always detrimental when expended on soil too wet to crumble into fine particles. If crops must be planted upon such soils, by all means reduce the stirring to the minimum. Nothing can ever be gained by pasting the earth into masses, that upon drying become as useless as granite rocks. Better turn the horses to pasture and devote your time to something not downright destructive.

Fall plowing gives the new surface some chance for improvement, and on loose soils permits the particles to become sufficiently compacted to best accomplish their use. On all lands which do not "run together," and so form a crust more impervious than the surface that has been exposed to the summer's sun, fall plowing should be preferred, and usually the earlier the better, then, if plowed at all in the spring, just deep enough to furnish a good seed bed. But land may be well plowed, and otherwise prepared, any time of the year, and by rain and sun be so glazed the following day as to demand stirring even more than it did at first. The surface must be kept pulverized, and such operations as finely comminute the particles of the upper inch or two of soil may be pronounced always in order. Here is a task that cannot be overdone, and if the object is effected can never be injurious to the soil. Every pains should be taken to keep a crust from forming, and if formed, the earliest opportunity should be taken to break it up. Land cannot improve, nor plants thrive, with an impervious surface. Summer fallow may be worthless from want of attention to this fact.

Our common harrows are poor implements—some new kinds are better; but, for pulverizing and leveling, the simple plank clod crusher is usually superior to any of them. Cultivator teeth and shovel plows render good service, and the harrow is sometimes very useful in killing young weeds. This surface cultivation, frequent and thorough, is a thing of infinite importance. Depth of plowing will not make up for it. By it we may not stir the earth so much, but, as seen above, we move the universe; we labor for the 95 per cent. not found in particles of the soil.

## HISTORY OF THE SHORT-HORNS IN ILLINOIS.

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BY JAMES T. DWYER, SPRINGFIELD.

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It has been well said that the State of Illinois was the paradise of the Hog and the Short-Horn ; our immense prairies and natural pastures, unlimited supplies of the Indian corn, and the favorable climate, being especially adapted to the accumulation of those large masses of muscle and fat peculiar to those animals, when placed in a condition of civilization.

The present essay is not such as the writer would like to present ; his hands are tied, his material must be in a measure considerably suppressed. That called for by the State Board of Agriculture is a "history of the Short-Horns in Illinois," the word "history" depriving the subject of a certain freedom of discussion that would be inadmissible in a document prepared as a history, or a simple statement of facts, and not a critical dissertation as to how those facts were, and should or should not produce certain effects.

In England the Short-Horn has a history peculiarly English. He is at the present day the representative animal of the well-to-do and prosperous Englishmen—even more so than the English hunter with which he follows the hounds in a fox chase—requiring a certain line of breeding, feeding and care to build up his costly herds, and an immense amount of outside expense to keep him in his artificial condition. The stock, no doubt, originated in some part of England, hundred of years back. Within a century the Collings improved the native Durhams by careful crosses—the best cross was supposed to have been a white colored bull, imported from Holland. "Booth for the butcher, and Bates for the milk pail," still further increased their reputation and valuable beef-making qualities, and at the present day their history is as much interwoven in the prosperity and success of the artificial system of English agriculture, as is the history of the Devons and the Herefords, or the Berkshire, Yorkshire, Essex or Suffolk breeds of swine, or any of the breeds of long woolled or mutton sheep.

The Short-Horns of Illinois have no such history. After a lapse of nearly half a century, and wanting but a few years of the time which it

has taken the English breeders to bring their fancy herds up to their present exalted standard, we have not a single herd in the State of Illinois, of State Fair reputation, that is native bred, the prize animals being foreigners, imported especially from England, Canada, Kentucky or Ohio, or bred from importations, with the sole and only design of making them prize takers at our State Fairs, or the Fairs held at St. Louis—the improvement of the general stock of the State, or the origination of a breed peculiarly adapted to our surroundings, being secondary, to all appearances, with our breeders.

The history of the Short-Horn, in Illinois, has two marked and distinct records. One (not easily reached), the private record, such as every expert breeder usually keeps; the other the public record, or those found in the history of the exhibitions in this State or at St. Louis, which have been annually held for twenty years, and which are public property, open to examination, investigation and criticism, like the acts of all public bodies.

The honor of having first introduced the Short-Horns into the State of Illinois, lies between the immigrants who came out with Birbeck about the year 1820, and settled in Edwards county, and Captain James N. Brown, of Sangamon county, of well known Short-Horn fame. At the time of the settlement of Birbeck, the Erie canal was not then opened, and a journey to the West with live stock, which had to be driven, was an undertaking that few at the present day of railroads and rapid traveling can realize the difficulties of. The time occupied in such a journey would be about six months. Starting from Liverpool, the average length of the voyage would be one month and a-half—and landing at Philadelphia, the popular port of the immigrant of that day, a drive on foot through Pennsylvania, and across the Alleghany mountain brought them to Pittsburg, from whence they dropped slowly down the Ohio river in boats, floating with the current to some point nearest their final destination in Kentucky, Ohio, or Illinois, or landing at New York they took the shortest traveled route to some port on the northern lakes, shipped on a schooner or sailing vessel for Detroit or Chicago, and drove through the wilderness of Michigan, Indiana or Illinois until they reached their future homes.

Those Birbeck settlers brought with them many superior domestic animals, including horses, cattle, sheep, pigs, and even dogs, and by occasionally introducing pure bred animals and crossing with the descendants of the first importations, have managed, without running into extremes, and unknown to fame, to keep up the stock of Edwards county to a respectable standard.

Captain James N. Brown reached his home in Sangamon county, Illinois, in the year 1834, driving his Short-Horns from his "Kentucky

home," a journey of some four hundred miles. In the year 18—, he exhibited his herd at a county fair held at Springfield, and made sale of a yearling bull for one hundred dollars. Several county fairs were held at Springfield between that year and the year 1853, when we find him an exhibiter at the Fair held at Springfield by "The Illinois State Agricultural Society"—it being the first Fair held by the Society—and his herds, or the herds of Brown's Sons, have been on exhibition at every State Fair from that year to the present day.

At this Fair there were nine exhibitors, six of whom took premiums—the division being very equal :

H. Jacoby.....	Piatt county.....	1
G. M. Chambers.....	Morgan county.....	2
Jas. M. Brown.....	Sangamon county.....	3
Stephen Dunlap.....	Morgan county.....	3
J. D. Smith.....	Sangamon county.....	1
J. P. Henderson.....	Morgan county.....	1

A feature of this Fair was, that the aged bull was three years and over; another feature was, that there were no premiums offered on "herds" or "sweepstakes." Only two of the herds, owned by exhibitors at this Fair, are perpetuated to the present day, and placed on exhibition at any of our fairs—one is Stephen Dunlap's, the other is Captain J N. Brown's Sons, who have succeeded their father as Short-Horn breeders, and promise to keep their herds up to the highest points of excellence.

#### FAIR OF 1854.

At the Fair of 1854, which was also held at Springfield, the number of premiums awarded was twenty, which were distributed amongst ten exhibitors, all of whom, with the exception of the Browns and Dunlaps, have been removed by death or have abandoned the show ring :

The distribution of premiums was made to :

G. M. Chambers.....	Jacksonville.....	1
Jas. G. Dunlap.....	Jacksonville.....	1
E. Stevenson.....	Jacksonville.....	1
Col. E. H. Didlake.....	Bloomington.....	1
E. Eldred.....	Carrollton.....	2
G. W. Olbert.....	Macoupin county.....	1
S. Dunlap.....	Jacksonville.....	4
N. W. Edwards.....	Springfield.....	1
Jas. N. Brown.....	Sangamon.....	4
Calif & Jacoby.....	Piatt county.....	3
J. P. Henderson.....	Jacksonville.....	1
Total.....		20

At this Fair the first sweepstakes premium was offered for the best herd of "three Cows or Heifers under three years old," which was awarded to Col. S. Dunlap. The age of the aged bull was advanced from "three" to "four years," and it will be remarked that the exhibitors resided in the six counties of Sangamon, Morgan, Piatt,



McLean, Greene and Macoupin, showing that the interest in Short-Horns was rapidly increasing, and that the breeders who exhibited at this Fair deserve great credit for moving their stock such distances as some of them had to drive, and then carrying off premiums from animals fed almost within sight of the Fair Grounds.

### FAIR OF 1855.

The third State Fair was held at Chicago, in the year 1855. At all State fairs held at different points in the State, it is but reasonable to suppose that many exhibitors residing within the immediate locality of the Fair would be contestants; this was the case at Chicago. The counties represented in the Short-Horn rings, not already found at the State fairs, numbered six, they being Cook, DuPage, Winnebago, Scott, Champaign and Pike, showing an increase in one year of one hundred per cent. in the names of the counties in the Short-Horn territory. Several regular breeders presented their animals for the first time in a fair ring.

The number of premiums awarded was 37, which were divided amongst sixteen persons:

E. Stevenson.....	Morgan.....	2
Calif & Jacoby.....	Piatt.....	3
Wm. B. Egan.....	Cook.....	1
Wright & Whitney.....	DuPage.....	1
Geo. Barnett.....	Cook.....	1
W. H. Wilson.....	Winnebago.....	1
S. Dunlap.....	Morgan.....	7
Elon Eldred.....	Greene.....	3
E. B. Hitt.....	Scott.....	3
Wm. Herriott.....	Champaign.....	1
Wm. Ross.....	Pike.....	1
A. G. Carle.....	Champaign.....	3
Jas. N. Brown.....	Sangamon.....	6
J. D. Smith.....	Sangamon.....	2
Stephen Brown.....	Sangamon.....	1
John P. Henderson.....	Morgan.....	1
Total.....		37

The distribution being made between sixteen exhibitors, and which was made by counties, as follows:

Sangamon 9, Morgan 10, Piatt 3, Cook 2, DuPage 1, Winnebago 1, Greene 3, Scott 3, Champaign 4, Pike 1.

Discretionary premiums were given on heifers, and in the sweepstakes ring, for the first time, awards were made on—

#### TEN CALVES.

First premium to.....	Capt. J. N. Brown.
Second premium to.....	S. Dunlap.

#### THREE COWS AND THREE HEIFERS.

First premium to.....	S. Dunlap.
Second premium to.....	Capt. J. N. Brown.

A first, second and third premiums was awarded in all the rings, excepting sweepstakes, and but few of the features of this or the preceding fairs have been retained to the present day. The awarding committee spoke in the highest terms of the animals, and particularly of the younger ones; and it might be very fairly claimed, from the number of exhibitors distributed over so many counties, that the Short-Horn interest had taken a permanent foothold in at least the central and northern counties of the State, and that the infusion of the Short-Horn blood into the native stock of the State would be an accomplished fact in a very few years.

#### FAIR OF 1856.

At the State Fair of 1856, held at Alton, "Thoroughbreds of all breeds" were shown in the same rings. Durhams and Devons coming in competition for the same premiums, the result was as might have been anticipated, the Short-Horns received nearly all the awards, and discretionary premiums were given to the Devons, which character of premiums added nothing to the reputation of the animals, and might, for all beneficial purposes, have been withheld.

There were 36 premiums awarded, and as at previous fairs there were first, second and third premiums:

The successful exhibitors were:

Joseph Ryburn.....	Bloomington.....	1
G. M. Chambers.....	Jacksonville.....	1
Benj. Burt.....	Urbana.....	3
Elon Eldred.....	Carrollton.....	2
Ritters & Pollock.....	Jacksonville.....	1
Geo. Newman.....	Knoxville.....	1
Benj. Saunders.....	Rhodes' Point.....	2
A. W. Bridges.....	Carrollton.....	1
J. N. Brown.....	Berlin.....	6
H. M. Cross.....	Jerseyville.....	1
Wm. Herriott.....	Mahomet.....	1
A. G. Carle.....	Urbana.....	4
Jas. M. Hill.....	Jersey Prairie.....	1
J. D. Smith.....	Berlin.....	4
H. Jacoby.....	Springfield.....	4
E. Stevenson.....	Jacksonville.....	1
Total.....		36

This statement, as far as the Short-Horns show, cannot be relied on, it not being possible to distinguish the premiums awarded to Short-Horns from those awarded to Devons.

#### IN SWEEPSTAKES.

For best Bull and five Cows:

First premium to.....	Capt. Jas. N. Brown.
Second premium to.....	H. Jacoby.

For best ten Calves, male and female:

First premium to.....	Capt. Jas. N. Brown.
Second premium to.....	A. G. Carle.

At this Fair there was a complete ring of natives and crosses, "female animals," with first, second and third premiums, and for ten best calves, which was fully represented.

The year 1857 is distinguished in the annals of the Short-Horns, by the organization of a joint stock company for the purpose of importing stock from Europe, the title of which was the "Illinois Stock Importing Association," with a paid in capital of \$25,000. Captain James N. Brown, Dr. H. C. Johns and H. Jacoby were appointed agents to visit Europe and purchase stock.

They returned with Short-Horns, Horses, Cotswolds and South Down Sheep, and Berkshire, Irish, Cumberland and Yorkshire Swine, and on the 27th of August held a sale by auction of the whole importation when the Short-Horns were sold to the following persons, and for the prices annexed:

## COWS AND HEIFERS.

Bell, 5 years old	J. Ogle	St. Clair county	\$750
Caroline, 4 years old	J. M. Hill	Cass	500
Stella, 4 years old	M. Bowman	St. Clair	925
Lady Harriet, 3 years old	Jas. Jacoby	Sangamon	1,300
Cassandra, 3 years old	H. Ouley	Sangamon	675
Western Lady, 2 years old	J. N. Brown	Sangamon	1,325
Empress Eugenie, 2 years old	J. Ogle	St. Clair	675
Pomegranate, 2 years old	T. Simpkins	Pike	975
Lilly, 2 years old	G. Barnett	Will	550
Constance, 3 years old	G. Barnett	Will	700
Empress, 2 years old	J. Jacoby	Sangamon	1,725
Rachel 2d, 2 years old	J. N. Brown	Sangamon	3,025
Mint, 1 year old	J. G. Loose	Springfield	500
Adelaide, 1 year old	R. Morrison	Morgan	225
Emerald, 1 year old	J. C. Bone	Sangamon	2,125
Perfection, 1 year old	E. B. Hitt	Scott	900
Coquette, 1 year old	G. Barnett	Will	550
Fannie, 1 year old	Speers & Co	Menard	1,050
Coronation, 1 year old	J. A. Pickett	Madison	500
Violet, 1 year old	J. W. Judy	Menard	700

## BULLS.

Defender, 3 years old	J. H. Thomas	Champaign	\$2,500
King Alfred, 2 years old	J. Jacoby	Sangamon	1,300
Admiral, 2 years old	S. Dunlap	Morgan	2,500
Master Lounds, 2 years old	J. H. Speers	Menard	725
Argus, 2 years old	B. Saunders	Jersey	2,025
Doubleton, 1 year old	W. Iles	Sangamon	1,075
Goldfinder, 1 year old	J. W. Judy	Menard	725

The whole lot being divided amongst nineteen persons, the most of whom purchased with the intention of improving their herds or commencing the business of regular breeders. At the succeeding State Fairs many of those animals, and their descendants to the present day have won a multitude of premiums in all the rings, but the whole of them will disappear in a few years from the public arena, and give place to animals of later importations and more fashionable blood.

Although the animals were in wretched condition, after a tempestuous voyage and long journey, "Defender" and "Empress" were placed on exhibition at the State Fair of 1857, held at Peoria, both of them being awarded premiums.

There were 35 awards at this Fair, with 1st, 2d and 3d premiums, which were divided amongst—

Kennedy & Doyle.....	Bloomington.....	1
Pollock & Ritter.....	Jacksonville.....	3
E. B. Hitt.....	Winchester.....	3
A. G. Carle.....	Urbana.....	1
S. Dunlap.....	Jacksonville.....	6
James Strawn.....	Jacksonville.....	1
Jas. N. Brown.....	Berlin.....	9
C. C. Wright.....	Knoxville.....	1
J. P. Henderson.....	Morgan county.....	2
J. M. Hill.....	Cass county.....	3
Calif & Jacoby.....	Springfield.....	5
Total.....		35

#### SWEEPSTAKES.

Best Bull and five Cows or Heifers one year old or upward, from one county :

First premium to.....	Jas. N. Brown.
Second premium to.....	Calif & Jacoby.

Best Bull and Cow from any one county :

First premium to.....	Jas. N. Brown.
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Best five head of Calves, male and female, under one year old, and from one county :

First premium to.....	Jas. N. Brown.
Second premium to.....	S. Dunlap.

At this Fair, as at the Fair of 1856, there was a complete ring of "natives and crosses," twelve premiums being awarded, and also a ring of ten calves, "natives and crosses."

It will be observed that an important change was made in the "sweepstakes" on calves, the Fair of 1856 requiring ten, and that of 1857 only five. Whether this change has contributed to the spread of the stock throughout the State is a problem that facts alone could solve; but that it was an unwise movement is a question that admits of but little discussion.

#### FAIR OF 1858.

The Fair of 1858 was held at Centralia, in the south part of the State. The impression was, that by holding this Fair at that point, parties resident in the southern counties would be induced to purchase some of the improved animals of all kinds which would be placed on exhibition. But those anticipations were not fully realized as to the Short-Horns, and up to the present day the old native stock of Illinois reigns almost undisturbed in that part of the State, except as will be noted hereafter. First, second, and third premiums were awarded at this Fair. There were thirty-six awards made, which were distributed to sixteen exhibit-

ers, the first foreign exhibitors seen on our State Fair Ground showing in several rings—

R. G. Corwin.....	Ohio.....	1
A. G. Carle.....	Urbana.....	6
Wm. M. Laeher.....	Bloomington.....	1
J. D. Smith.....	Berlin.....	4
Wm. P. Withers.....	Bloomington.....	1
J. N. Brown.....	Berlin.....	9
J. B. Turner.....	Mattoon.....	1
W. A. Eades.....	St. Louis.....	1
O. B. Nicholls.....	Carlyle.....	1
Jeremiah Turpin.....	Carrollton.....	1
J. P. Henderson.....	Jacksonville.....	2
J. M. Hill.....	Cass county.....	4
S. Dunlap.....	Jacksonville.....	4
R. Calif.....	Platt county.....	1
E. Stevenson.....	Jacksonville.....	1
W. R. Combs.....	Mahomet.....	1
Total.....		36

#### SWEEPSTAKES.

Best Bull and five Cows or Heifers one year old and upwards, from any one county :

First premium to.....	Jas. N. Brown.
Second premium to.....	S. Dunlap.

Best five head of Calves, male and female, under one year old, from any one county :

First premium to.....	J. D. Smith.
Second premium to.....	A. G. Carle.

Best Cow or Heifer of any age :

First premium to ("Tulip").....	Jas. N. Brown.
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Best Bull of any age :

First premium to ("Defender").....	A. G. Carle.
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There was a large sprinkling of "Illinois Importing Stock Company's" animals exhibited at this Fair. Although it was regarded as a failure in many respects, the number of exhibitors of Short-Horns from distant points in this State, from Ohio and St. Louis, shows that this was the most beneficial Fair in this respect ever held by the Society. There have been larger exhibitions at subsequent fairs, but the herds were in the hands of fewer breeders, and for that potent reason less calculated to benefit the masses of our farmers than the larger number of breeders would certainly be, from being more extensively distributed geographically.

#### FAIR OF 1859.

The Illinois State Fair of 1859 was held at Freeport in the extreme northern part of the State, and it may be considered the culminating point of the Short Horn interest in this State, the introduction and distribution of so many superior animals by the sale of the Illinois Stock Importing Company, inducing many persons to become professional breeders that probably would never have engaged in the business if it had not been for this importation. Several Illinois breeders, never found at any former Fair, exhibited at this one, and some of them at the

present day, and since then have handled herds of a world-wide reputation.

The names of the animals placed on exhibition are not reported for this year, but at least one-half of the animals, male and female, sold by the Importing Company were on the grounds, and the contest lay between imported cattle. But notwithstanding this array of fine imported animals by Illinois breeders, the first premium on four-year-old Bulls was awarded to a breeder from Vienna Roads, in the State of Ohio, N. M. Chamberlin. But whether the animal was imported from England, or bred in Ohio, it is certain he must have been a superior beast to carry off the blue ribbon from "King Alfred," who was undoubtedly on the grounds and shown in the same ring.

First, second and third premiums were still continued at this fair, and there were thirty-four premiums awarded, which were distributed amongst fourteen exhibitors, one of whom was from Ohio, and one from Wisconsin. The name of the successful parties are—

N. M. Chamberlin.....	Ohio.....	1
Robert Pollock.....	Jacksonville.....	●
Jas. N. Brown.....	Berlin.....	10
J. B. Turner.....	Mattoon.....	1
J. C. Bone.....	Pleasant Plains.....	5
Channey Cochran.....	Dundee.....	1
A. G. Carle.....	Urbana.....	3
M. W. Turner.....	Belvidere.....	1
Jas. D. Smith.....	Berlin.....	1
P. M. Perkins.....	Wisconsin.....	1
J. W. Goodwin.....	Higginsville.....	1
S. Dunlap.....	Jacksonville.....	6
J. H. Spears.....	Petersburg.....	1
J. M. Hill.....	Cass county.....	1

The sweepstakes premiums were awarded to—

Best Bull and five Cows or Hifers :

First premium to.....	Jas. N. Brown.
Second premium to.....	Dunlap & Pollock.

Best five Calves from one county :

First premium to.....	J. N. Brown.
Second premium to.....	A. G. Carle.

Best Bull of any age :

First premium to.....	J. N. Brown.
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Best Cow of any age :

First premium to.....	J. N. Brown.
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### FAIR OF 1860.

The Fair of 1860 was held at Jacksonville. The record of this Fair gives the names of all the exhibitors, the number of entries, and the names of all the animals placed on exhibition, it being the only complete document in the shape of a record that can be found in print at this time which has any bearing on this subject. The number of entries were—

Bulls 4 years old.....	12
" 3 " ".....	6
" 2 " ".....	6
" 1 " ".....	11
Bull Calves.....	17
Cows 4 years old.....	26
" 3 " ".....	5
Heifers 2 years old.....	8
" 1 " ".....	15
Heifer Calves.....	20
Total.....	127

## SWEEPSTAKES.

Bull and five Cows.....	6
Five head of Calves.....	7
Cow or Heifer of any age.....	20
Bull of any age.....	5
Total entries.....	176

The names of the successful exhibitors are—

Jas. N. Brown.....	Illinois.....	
Thomas Simpkins.....	".....	3
Daniel Parks.....	".....	1
William Marshall.....	".....	1
Mr. B. Hitt.....	".....	5
James Buckles.....	".....	1
J. M. Hill.....	".....	
Ralph Anderson.....	".....	1
J. W. Goodwin.....	".....	2
J. H. Spears.....	".....	4
J. D. Smith.....	".....	4
J. C. Bone.....	".....	7
E. L. Gillham.....	".....	1
James Purkaple.....	".....	1
Miles Holliday.....	".....	1
R. Pollock.....	".....	4
Levi Guild.....	Wisconsin.....	1
Total awards.....		46

## SWEEPSTAKES.

Bull and five Cows or Heifers one year old or upwards, from any one county :

First premium to.....	Jas. N. Brown
Second premium to.....	Bone & Smith

Best five head of Calves, male and female, under one year old, from any one county :

First premium to.....	Jas. N. Brown
Second premium to.....	J. D. Smith

Best Cow or Heifer of any age :

First premium to.....	Jas. N. Brown
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Best Bull of any age :

First premium to.....	Thos. Simpkins
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Best herd of not less than five animals, bred and owned by any one individual :

First premium to.....	Jas. D. Smith
Second premium to.....	E. B. Hitt

"One of the animals presented in the herd of Jas. N. Brown, 'T' was, by vote of a majority of the Board present, ruled out on the ground that she was not bred by Mr. Brown, he having purchased the

when in calf with Tulip, and she (Tulip) having been dropped on his farm."

At this Fair the number of exhibitors was by far the largest ever before collected together in the State, the successful ones numbering 17, and the unsuccessful ones bringing the whole number up to 35. There was only one exhibitor from abroad, showing a 4-year old bull, from Wisconsin. The Illinois breeders had it all to themselves—no doubt the superior character of their herds deterring the breeders in other States from our fair rings.

#### FAIR OF 1861.

The Fair of 1861 was held at Chicago. The term "Short-Horn," which had not been used officially since the year 18—, was again restored, and the third premium, which had been given in all the rings of Short-Horns up to this Fair, was dropped, and from that year to the present time there has been only a first and second premium awarded in all classes, excepting some trifling items in Class K. This was also the first Fair, in the report of which the names of the awarding committees are published.

#### SHORT-HORNS.

Bulls, 4 years old .....	13
" 3    " .....	8
" 2    " .....	9
" 1    " .....	7
Bull Calves .....	9
Cows, 4 years old .....	15
" 3    " .....	7
Heifers, 2 years old .....	11
" 1    " .....	11
" Calves .....	10
	<hr/>
Five head of calves .....	6
Bull and five cows .....	8
Cow or Heifer .....	5
Bull .....	24
	<hr/>
	43
Herd of five animals .....	142
Entries .....	7
	<hr/>
	149

Making, in all, 99 distinct entries of single animals and calves, and 50 entries in herds and sweepstakes.

This was the first Fair at which herds of 5 animals were exhibited in a ring for themselves, the conditions of late years being considerably changed.

The names of the successful exhibitors were :

James N. Brown .....	Illinois .....	10
W. R. Combs .....	Illinois .....	1
Jas. M. Hill .....	Illinois .....	3
Jesse Cloyd .....	Illinois .....	1
J. H. Spears .....	Illinois .....	5



H. & W. Slason.....	Illinois.....	1
J. C. Bone.....	Illinois.....	4
Jas. Mitchell.....	Illinois.....	1
E. L. Gillham.....	Illinois.....	1
W. P. Withers.....	Illinois.....	1
Total.....		28

**SWEEPSTAKES.**

**Bull and 5 Cows, one year old and upwards, from one county :**

First premium to.....	Jas. N. Brown.
Second premium to.....	Jas. M. Hill

**Five head of Calves, under one year old, from one county :**

First premium to.....	Jas. N. Brown
Second premium to.....	John C. Bone

**Cow or Heifer, of any age :**

First premium to.....	J. C. Bone.
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**Bull of any age:**

First premium to.....	Jas. N. Brown
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**Herd of not less than 5 animals dropped and reared in this State, and owned by one individual :**

First premium to.....	James Mitchell
Second premium to.....	J. C. Bone

The cash premiums paid were very liberal, three and four year of first premiums being \$50 on bulls and cows, and the imported Kin Alfred and Emerald took gold medals on sweepstakes.

At this fair separate rings were made for Herefords, Ayrshires and Alderneys. Thos. Ashton, of Elyria, O., presented a herd of Alderneys to which the committee awarded an honorary premium.

In natives and crosses full rings were exhibited, and the most of the premiums taken by the regular Short-Horn breeders.

There was no State Fair held in 1862.

**FAIR OF 1863.**

The State Fair of 1863 was held at Decatur. At this Fair the premiums were very much reduced; in fact, where \$50 was paid in the year 1861, only \$20 was paid in 1863, and an immense reduction was made in the whole list. Captain Jas. N. Brown, J. C. Bone, J. M. Hill, J. H. Spears and J. G. Taylor were the principal exhibitors; and from this fair we may date the increasing superiority of the animals shown by a few breeders and importers, and the rapid decrease in the number of exhibitors.

The number of entries made were :

Bulls.....	4 years old
".....	3 " "
".....	2 " "
".....	1 " "
Cows.....	4 " "
".....	3 " "
Heifers.....	2 " "
".....	1 " "

## SWEEPSTAKES.

28 Bull and five Cows or Heifers, one year old:

First premium to.....J. N. Brown.  
Second premium to.....J. C. Bone.

ve head of Calves, male and female, under one year old, and from one county:

First premium to.....J. N. Brown.  
Second premium to.....J. M. Hill.

ws or Heifers of any age:

First premium to.....J. M. Hill.

lls of any age:

First premium to.....J. C. Bone.

rd of not less than 5 animals dropped and reared in this State, and owned by one individual:

First premium to.....J. C. Bone.  
Second premium to.....J. N. Brown.

The names of those who took the 28 premiums, and the number each  
rson took, are as follows:

Isaac Camp .....	Illinois .....	1
J. C. Bone .....	Illinois .....	6
Jesse Stephens .....	Illinois .....	1
J. M. Hill .....	Illinois .....	9
A. Eymann .....	Illinois .....	1
Jas. N. Brown .....	Illinois .....	8
J. G. Taylor .....	Illinois .....	1
J. H. Spears .....	Illinois .....	1

## FAIR OF 1864.

The Fair of 1864 was also held at Decatur. At this Fair J. H. Pick-  
l, of Harristown, made his first appearance in a State Fair ring, car-  
ng off several premiums in single animals and in sweepstakes. The  
lowskys also appear here for the first time.

The number of entries made were:

Bulls .....	4 years old.
" .....	3 " "
" .....	2 " "
" .....	1 " "
Cows .....	4 " "
" .....	3 " "
Heifers .....	2 " "
" .....	1 " "

## SWEEPSTAKES.

and 5 Cows or Heifers, one year old or upwards, from one county:

First premium to.....Jas. N. Brown.  
Second premium to.....J. M. Hill.

head of Calves, male and female, under one year old, and from one county:

First premium to.....J. M. Hill.  
Second premium to.....J. H. Pickrell.

Cow or Heifer of any age:

First premium to.....Jas. N. Brown.

Bull of any age:

First premium to.....Jas. N. Brown.

of not less than one Bull and five females, dropped and reared in this State, and owned by one  
vidual:

First premium to.....J. H. Pickrell.

The names of those who took the 28 premiums, and the number each person took, are as follows:

Samuel Seever.....	Illinois.....	1
J. H. Pickrell.....	Illinois.....	3
J. M. Hill.....	Illinois.....	9
A. Ryman.....	Illinois.....	1
Wm. Sadowsky.....	Illinois.....	1
H. Sadowsky.....	Illinois.....	1
J. N. Brown.....	Illinois.....	7
W. H. Beverly.....	Illinois.....	1
J. B. Ryburn.....	Illinois.....	1
Total.....		27

### FAIR OF 1865.

The Fair of 1865 was held at Chicago. Two new rings were added to the premium list, and "Herds," which heretofore had been classed as "Sweepstakes," were at this Fair, and ever since, separated, and the exhibitions are now made under the classification of "Herds." Substantially, the herds rings are sweepstakes.

John Wentworth, Redford & Clay, C. L. Dole, W. R. Duncan and D. A. Gage exhibited this year for the first time.

The number of entries made were 144.

Bulls 4 years old.....	3
" 3 " ".....	6
" 2 " ".....	7
" 1 " ".....	11
Bull Calves under one year over six months.....	19
" " " six months.....	6
Cows 4 years old.....	14
" 3 " ".....	7
Heifers 2 years old.....	4
" 1 " ".....	6
Heifer Calves under one year and over six months.....	5
" " " six months.....	9
Total.....	90

### HERDS.

Bull and five Cows or Heifers, one year old and upwards, owned by one person:

First premium to.....	J. N. Brown & Sons
Second premium to.....	J. C. Bone

Five Calves, male and female, under one year old, owned by one person or firm:

First premium to.....	J. C. Bone
Second premium to.....	J. M. Hill

Herd of not less than one Bull and five Females, reared in this State, and owned by one person or firm:

First premium to.....	J. H. Spears
Second premium to.....	J. C. Bone

### SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to J. C. Bone.....	2
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Best Bull of any age:

First premium to J. N. Brown & Sons.....	17
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The names of the exhibitors, and the number of premiums awarded to each, were:

Jas. N. Brown & Sons .....	Illinois.....	6
John H. Spears .....	Illinois.....	7
Wm. Sadowsky .....	Illinois.....	1
Redford & Clay .....	Illinois.....	2
W. H. Beverly .....	Illinois.....	1
John Wentworth .....	Illinois.....	1
C. L. Dole .....	Illinois.....	1
W. R. Duncan .....	Illinois.....	1
J. M. Hill .....	Illinois.....	3
J. C. Bone .....	Illinois.....	7
D. A. Gage .....	Illinois.....	1
J. H. Pickrell .....	Illinois.....	1

By which it appears that there were twelve successful exhibitors, making 144 entries and 32 premiums awarded.

This is the first Fair at which a premium of \$100 was given on herds of one bull and five cows.

### FAIR OF 1866.

The Fair of 1866 was also held at Chicago.

At this Fair there does not appear in the list of successful exhibitors any names that are not already familiar to us as exhibitors. The premium list undergoes a very marked change, one herd of "Bull and five females reared in the State" being left out in Sweepstakes. The "Best Bull and Cow" were each awarded a premium of \$100.

The number of entries made were:

Bulls.....	4 years old.
Bulls.....	3 years old.
Bulls.....	2 years old.
Bulls.....	1 year old.
Bull Calves.....	under 1 year and over 6 months.
Bull Calves.....	under 6 months.
Cows.....	4 years old.
Cows.....	3 years old.
Heifers.....	2 years old.
Heifers.....	1 year old.
Heifer Calves.....	under 1 year and over 6 months.
Heifer Calves.....	under 6 months.

### HERDS.

Best Bull and five Cows or Heifers, one year old and upwards, and owned by one individual, or previously existing firm:

First premium to.....	J. N. Brown & Sons.
Second premium to.....	J. M. Hill

Best five head of Calves, male and female, under one year old, and owned by one individual or previously existing firm:

First premium to.....	J. M. Hill.
Second premium to.....	J. H. Pickrell.

### SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to.....	J. N. Brown & Sons.
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Best Bull of any age:

First premium to.....	W. R. Duncan.
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The names of the six successful exhibitors, and the number of premiums awarded to each, are:

J. M. Hill.....	Illinois.....	8
J. H. Spears.....	Illinois.....	6
W. R. Duncan.....	Illinois.....	3
W. H. Beverly.....	Illinois.....	2
J. H. Pickrell.....	Illinois.....	3
J. N. Brown & Sons.....	Illinois.....	8
Total.....		30

Which shows that there were — entries, six successful exhibitors and thirty premiums, amounting to \$715, of which “Herd” and “Sweepstakes” took \$335, or nearly one half.

### FAIR OF 1867.

The Fair of 1867 was held at Quincy.

The distinguishing features of this Fair is the enormous premiums paid on—

Herds of 5 animals.....	\$300
Best Cow.....	300
Best Bull.....	400

or one thousand dollars premiums paid on seven animals.

The number of entries made were :

Bulls.....	4 years old.
Bulls.....	3 years old.
Bulls.....	2 years old.
Bulls.....	1 year old.
Bull Calf.....	under 1 year old and over 6 months.
Bull.....	under 6 months.
Cows.....	4 years old.
Cows.....	3 years old.
Heifers.....	2 years old.
Heifers.....	1 year old.
Heifer Calf.....	under 1 year and over 6 months.
Heifer Calf.....	under 6 months.

### HERDS.

Best Bull and five Cows or Heifers one year old or upwards, and owned by one individual or previously existing firm :

First premium to J. H. Pickrell.....	\$50
Second premium to J. M. Hill.....	25

Best five head of Calves, male or female, under one year, and owned by one individual or previously existing firm :

First premium to J. H. Pickrell.....	\$50
Second premium to J. M. Hill.....	25

### HERDS FROM ONE BULL.

Best five Cattle, male or female, of any age, without regard to ownership, the get of one Bull. (The sire to be shown with the herd, but not to be considered in making the award.)

First premium to W. R. Duncan.....	\$300
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### SWEEPSTAKES.

Best Cow or Heifer of any age :

First premium to J. N. Brown & Son.....	\$300
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Best Bull of any age :

First premium to J. H. Pickrell.....	400
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The names of the successful exhibitors, and the number of premiums awarded, were:

Duncan & Ryburn.....	Illinois.....	1
J. N. Brown & Sons.....	Illinois.....	5
J. H. Pickrell.....	Illinois.....	7
A. J. Dunlap.....	Illinois.....	9
N. Baker.....	Illinois.....	1
H. M. Reynolds.....	Illinois.....	1
J. M. Hill.....	Illinois.....	6
J. W. Singleton.....	Illinois.....	1
J. H. Spears.....	Illinois.....	1
Nelson Jones.....	Illinois.....	9
W. R. Duncan.....	Illinois.....	4
Total.....		31

Which shows that there were — entries, eleven successful exhibitors, and thirty-one premiums, amounting to \$1,530, \$1,130 of which was paid on Herds and Sweepstakes, or on 16 animals.

### FAIR OF 1868.

The Fair of 1868 was also held at Quincy.

The "Herds" and "Sweepstakes" premiums were not as large as they were at the Fair of 1867; the whole amounting to \$635—the regular list remaining unchanged. \$25 being the highest premium paid on the best bulls and cows.

No fresh exhibitors attended this Fair, each of the old breeders and exhibitors getting a reasonable share of the distribution.

The number of entries made were:

Bulls.....	4 years old.
Bulls.....	3 years old.
Bulls.....	2 years old.
Bulls.....	1 year old.
Bull Calf.....	under 1 year and over 6 months.
Bull.....	under 6 months.
Cows.....	4 years old.
Cows.....	3 years old.
Heifers.....	2 years old.
Heifers.....	1 year old.
Heifer Calf.....	under 1 year and over 6 months.
Heifer Calf.....	under 6 months.

### HERDS.

Best Bull and five Cows or Heifers, one year old and upwards, and owned by one individual or previously existing firm:

First premium to J. N. Brown & Sons.....	\$50
Second premium to J. H. Pickrell.....	15

Best five head of Calves, male and female, under one year old and owned by one individual or previously existing firm:

First premium to W. R. Duncan.....	\$40
Second premium to J. H. Pickrell.....	20

### HERDS FROM ONE BULL.

Best five Cattle, male and female, of any age, without regard to ownership, the get of one Bull, (the sire, &c.)

First premium to J. H. Pickrell.....	\$800
Second premium to W. R. Duncan.....	100

## SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to J. H. Pickrell.....\$100

Best Bull of any age:

First premium to W. R. Duncan.....100

The number of successful exhibitors, and the number of premiums awarded to each, were:

W. R. Duncan.....	9
J. H. Pickrell.....	10
Nelson Jones.....	3
H. M. Reynolds.....	1
J. N. Brown & Son.....	4
J. H. Spears.....	5
Total.....	32

Which shows that there were six successful exhibitors, — entries, thirty-two premiums awarded, and \$1,035 distributed among the winners.

## FAIR OF 1869.

The Fair of 1869 was held at Decatur. The premium list underwent considerable modification, 1st, 2d, and 3d premiums being awarded in all the rings of male animals, and in herds a ring was opened for "best cow with two calves, 1st \$100, 2d \$50."

The number of entries made were:

Bulls.....	4 years old.
Bulls.....	3 years old.
Bulls.....	2 years old.
Bull.....	1 year old.
Bull Calf.....	under 1 year and over 6 months.
Bull Calf.....	under 6 months.
Cows.....	4 years old.
Cows.....	3 years old.
Heifer.....	2 years old.
Heifer.....	1 year old.
Heifer Calf.....	under 1 year and over 6 months.
Heifer Calf.....	under 6 months.

## HERDS—(OPEN TO ALL BREEDS.)

Best Bull and five Heifers, one year and upwards, and owned by one individual or previously existing firm:

First premium to J. H. Spears.....	\$50
Second premium to J. H. Pickrell.....	25

Best five head of Calves, male and female, under one year, and owned by one individual or previously existing firm:

First premium to J. N. Brown & Sons.....	\$40
Second premium to W. R. Duncan.....	20

## HERDS FROM ONE BULL.

Best five Cattle, male or female, of any age, without regard to ownership, the get of one bull, (the sire, etc):

First premium to W. R. Duncan.....	\$100
Second premium to J. H. Pickrell.....	50

Best Cow and two Calves:

First premium to J. H. Spears.....	100
Second premium to Spears.....	50

## SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to J. H. Spears. ....\$100

The names of the exhibitors, and the number of premiums awarded to each, were:

W. R. Duncan.....	Illinois.....	5
J. H. Pickrell.....	Illinois.....	9
W. Sandusky.....	Illinois.....	1
J. B. Ryburn.....	Illinois.....	4
Robert Milne.....	Illinois.....	1
John Martin.....	Ohio.....	1
H. Sandusky.....	Illinois.....	2
S. K. Stillman.....	Illinois.....	1
J. H. Spears.....	Illinois.....	10
Elisha Wilton.....	Illinois.....	1
John G. Taylor.....	Illinois.....	1
J. N. Brown's Sons.....	Illinois.....	3
Total.....		39

Showing 12 successful exhibitors, — entries, 39 premiums, and \$1,093 paid in premiums; \$635 of which was in herds and sweepstakes.

## FAIR OF 1870.

The Fair of 1870 was held at Decatur. The premiums were all increased in the single rings, and the third premium given on male animals at the last Fair was discontinued. The herds and sweepstakes premiums were also modified considerably. Taken altogether, the premiums paid at this Fair were the largest in amount ever paid at any previous Fair. All the Illinois herds heretofore found at State Fairs were present. There were also herds from Kentucky and Wisconsin, which reduced the cash receipts of our Illinois breeders considerably. Taken altogether, this was by far the closest contest amongst the breeders of Short-Horns that has ever taken place in Illinois; and any animal placed on the record as having been awarded a premium, must have been of the very best quality, and fit for any show of Short-Horns.

The number of entries made were:

Bulls.....	4 years old.
Bulls.....	3 "
Bulls.....	2 "
Bulls.....	1 "
Bull Calves.....	Under 1 year and over 6 months.
Bull Calves.....	Under 6 months.
Cows.....	4 years old.
Cows.....	3 "
Heifers.....	2 "
Heifers.....	1 "
Heifer Calves.....	Under 1 year and over 6 months.
Heifer Calves.....	Under 6 months.



## HERDS.

Best Bull and 5 Cows or Heifers over one year old and upwards, and owned by one individual or previously existing firm:

First premium to J. H. Pickrell.....	\$100
Second premium to Geo. Murray, Wisconsin.....	50

Best 5 head of Calves, male and female, under one year old, and owned by one individual or previously existing firm:

First premium to J. H. Pickrell.....	50
Second premium to J. H. Spears.....	25

## HERDS FROM ONE BULL.

Best five Cattle, male and female, of any age, without regard to ownership, the get of one Bull:

First premium to J. H. Pickrell.....	100
Second premium to J. N. Brown's Sons.....	50

Best Cow and two Calves:

First premium to J. B. Ryburn & Bros.....	100
Second premium to J. N. Brown's Sons.....	50

## SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to G. Shropshire, Kentucky.....	100
Second premium to G. Murray, Wisconsin.....	50

Best Bull of any age:

First premium to J. H. Pickrell.....	100
Second premium to J. N. Brown's Sons.....	50

The names of the exhibitors, and the number of premiums awarded, were:

Wm. Sandusky.....	Illinois.....	1
B. Dunlap.....	Illinois.....	2
J. H. Pickrell.....	Illinois.....	8
J. N. Brown's Sons.....	Illinois.....	6
Edward Hies.....	Illinois.....	1
A. C. Shropshire.....	Kentucky.....	1
Gua. Shropshire.....	Kentucky.....	5
W. R. Duncan.....	Illinois.....	2
J. H. Spears.....	Illinois.....	3
J. B. Kyburn & Bros.....	Illinois.....	3
Geo. Murray.....	Wisconsin.....	3
E. Welton.....	Illinois.....	1
Total.....		35

Showing 12 successful exhibitors, — entries, 36 premiums, and \$1,325 paid in premiums; \$825 of which was in Herds and Sweepstakes—the herds from abroad taking 9 premiums out of the 36.

## FAIR OF 1871.

The Fair of 1871 was held at Du Quoin, in Southern Illinois. The competition for premiums was quite spirited, the famous herd of King, of Minnesota, being present; also, a young Illinois breeder, A. W. Allmon.

The number of entries were:

Bulls.....	4 years old.
Bulls.....	3 "
Bulls.....	2 "
Bulls.....	1 "

Bull Calf .....	Under one year and over 6 months.
Bull Calf .....	Under 6 months.
Cows .....	4 years old.
Cows .....	3 "
Heifers .....	2 "
Heifers .....	1 "
Heifer Calf .....	Under one year and over 6 months.
Heifer Calf .....	Under 6 months.

## HERDS AND SWEEPSTAKES.

Bull and five Cows: five head of Calves; five Cattle, male or female; best Cow and two Calves; best Cow or Heifer; best Bull.

The names of the exhibitors, and the number of premiums awarded, were:

J. H. Pickrell .....	Illinois .....	11
H. Sadowaky & Son .....	Illinois .....	2
W. S. King .....	Minnesota .....	8
Timothy Day .....	Iowa .....	1
A. W. Allmon .....	Illinois .....	1
J. H. Norton .....	Illinois .....	1
A. C. Shropshire .....	Kentucky .....	2
S. Dunlap .....	Illinois .....	4
Gus. Shropshire .....	Kentucky .....	2
E. Hes .....	Illinois .....	1
W. W. Aldrich .....	Ohio .....	1
Jo. Chorn .....	Illinois .....	1
J. G. Taylor .....	Illinois .....	1
Total .....		36

## HERDS OPEN TO ALL BREEDS.

Best Bull and five Cows, etc.:

First premium to W. S. King, Minnesota .....	\$100
Second premium to J. H. Pickrell .....	50

Best five head of Calves, etc.:

First premium to J. H. Pickrell .....	50
Second premium to W. W. Aldrich, Ohio .....	25

## HERDS FROM ONE BULL—OPEN TO ALL BREEDS.

Best five Cattle, male or female, etc.:

First premium to J. H. Pickrell .....	100
Second premium to Jo. Chorn .....	50

Best Cow and two Calves:

First premium to J. H. Pickrell .....	100
Second premium to J. G. Taylor & Son .....	50

## SWEEPSTAKES.

Best Cow or Heifer of any age:

First premium to Gus. Shropshire, Kentucky .....	100
Second premium to S. Dunlap .....	50

Best Bull of any age:

First premium to J. H. Pickrell .....	100
Second premium to W. S. King, Minnesota .....	50

Making a total of — entries, 13 successful exhibitors, and premiums paid \$1,225; of which \$875 went to Herds and Sweepstakes. There were five foreign herds on the grounds, from Minnesota, Iowa, Ohio and Kentucky, which took 14 out of the 36 premiums awarded.

The exhibition of Short-Horns, Herefords, and other breeds of Cattle on the Du Quoin Fair Grounds makes it the largest and best ever held in the State; and it is very doubtful if such a collection of superior herds can be ever exhibited again in the State. (?)

### THE FAIR OF 1872.

This Fair was held at Ottawa. The entries were:

Bulls four years old and over.....	7
Bulls three years and over.....	7
Bulls two years and over.....	10
Bulls one year and over.....	10
Bull Calves under one year and over six months.....	17
Bull Calves under six months.....	6
Cows four years old.....	31
Cows three years old.....	15
Heifers two years old.....	24
Heifers one year old.....	27
Heifer Calves under one year and over six months.....	25
Heifer Calves under six months.....	9
Bull and five Cows.....	13
Five best Calves.....	7
Five best Animals.....	6
Best Cow and two Calves.....	7
Best Cow of any age.....	46
Best Bull of any age.....	25

The names of the exhibitors, and the number of premiums awarded, were:

J. H. Pickrell.....	Illinois.....	11
J. H. Kissenger.....	Missouri.....	5
Ryburn & Bros.....	Illinois.....	6
A. C. Shropshire.....	Kentucky.....	2
A. W. Allmon & Bros.....	Illinois.....	4
Thomas Smith.....	Illinois.....	1
A. Hostetter & Sons.....	Illinois.....	1
A. P. Pickrell.....	Illinois.....	1
H. D. Olmstead & Sons.....	Illinois.....	1
Ed. Iles.....	Illinois.....	2
William Stewart.....	Illinois.....	1
Mrs. E. J. Byram.....	Illinois.....	1
Premiums awarded.....		36

#### HERDS OPEN TO ALL BREEDS.

Best Bull and 5 Cows, etc.:

First premium to A. W. Allmon & Bros.....	\$100
Second premium to J. H. Pickrell.....	50

Best 5 head of Calves, etc.:

First premium to Mrs. E. J. Byram.....	\$50
Second premium to J. H. Pickrell.....	25

#### HERDS FROM ONE BULL, ETC.

Best 5 Cattle, male and female:

First premium to J. H. Pickrell.....	\$100
Second premium to Ryburn & Bros.....	50

## Best Cow and 2 Calves:

First premium to J. H. Pickrell.....	\$100
Second premium to Ryburn & Bros.....	50

## SWEEPSTAKES.

## Best Cow or Heifer of any age:

First premium to J. H. Pickrell.....	\$100
Second premium to Y. H. Kessinger.....	50

## Best Bull of any age:

First premium to J. H. Pickrell.....	\$100
Second premium to Edward Hes.....	50

Making a total of 282 entries, 12 successful exhibitors, and the premiums paid amounted to \$1,325, of which \$825 was paid to herds and sweepstakes, the foreign animals from Missouri and Kentucky taking even of the premiums.

The recapitulation table, which is attached, shows:

The number of successful exhibitors for each year.

The number of entries made each Fair—not complete.

The number of awards made.

The amount of plate, cash, gold medals and diplomas.

The number of premiums in herds and sweepstakes.

## RECAPITULATION.

Number of successful exhibitors.....	Year.....	Number of entries.....	Number of awards.....	Amount paid in premiums.....	Premiums on herds and sweepstakes..	Premium.
8.....	1853	.....	11	\$80	11	Plate .....
11.....	1854	.....	30	140	1	Plate and diploma .....
16.....	1855	.....	37	292	4	Plate .....
16.....	1856	.....	36	765	4	Plate and medal .....
11.....	1857	.....	25	790	5	Plate .....
16.....	1858	.....	38	728	6	2 gold medals .....
14.....	1859	.....	34	620	6	2 gold medals .....
17.....	1860	127	48	935	9	2 gold medals .....
10.....	1861	149*	28	760	8	2 gold medals .....
10.....	1862	149	28	780	8	.....
8.....	1863	.....	28	550	8	.....
9.....	1864	.....	27	685	7	.....
12.....	1865	144	32	670	8	.....
6.....	1866	.....	30	715	6	.....
11.....	1867	.....	31	1,130	5	.....
6.....	1868	.....	32	1,035	9	.....
12.....	1869	.....	39	1,093	10	.....
12.....	1870	.....	36	1,325	12	.....
13.....	1871	.....	36	1,325	12	.....
12.....	1872	282	36	1,325	12	.....

All premiums paid in cash after this.

The number of entries in the entry column includes extras in sweepstakes and herds, as well as in the single animal rings. 1872 shows 2 entries, of which 104 were in herds and sweepstakes.

This completes the history of the Short-Horns, so far as their connection with the Illinois State Board of Agriculture is concerned. But

the county and district fairs have also made a useful record that has been of immense advantage to the general stock of the State. Some idea of the extent of those Short-Horn exhibitions at the fairs throughout the State, and of their neighborhood value, may be formed from the fact that there are twenty-five regularly organized county and other agricultural societies in the State, each of them averaging at least ten animals, young and old, of Short-Horn breed at each fair, showing how extensively the breed is scattered all over the State, and how their history could be indefinitely continued, without being of any material advantage to the community at large.

There is also the private history of each herd which, strictly speaking, does not belong to the public, it being a personal matter of business not properly within the limits of a general history. In order to present the private history of the Illinois herds in a condensed form, I addressed some of the leading breeders a circular asking a set of questions relative to their herds. I have not received any replies, but should they reply they can be attached to this history in the form of an appendix, where those personal histories more properly belong.

Before concluding, allow me to make some suggestions, based on the figures and facts set forth in this report. After a lapse of forty years there does not seem to have been any advance made by our breeders, so as to show any approach to a fixed breed of Illinois Short-Horns; our herds are all foreign—our cattle are really foreign blood. And the high prices of beef, and the inability of our blooded stock or cross breeds to meet the demand, have forced us to call in Texans for fattening purposes. This State can build up an Illinois breed of cattle, just as well as other States have got up the Chester White, the Magie and the Poland China breeds of hogs, or our trotting horses. There must be something in the Short-Horn that unfits it for the climate and feeding of Illinois, or we should not have to call in fresh animals from other countries to bring those Short-Horn herds up to requirements of the show ring. I would also suggest that imported cattle be placed in rings by themselves, as they were in the early years of your Society. The present system has a tendency to drive the breeders of natives from our fairs, and those are the very cattle that we have to rely on for increasing the general stock of the State. Ten calves should also be shown in the ring, as it compels the breeder to own ten cows, thereby increasing the number of animals—not all first class—but such as the country requires.

I shall close by expressing a wish that Illinois will, within the next quarter of a century, originate a breed of animals by crossing the Short Horns, Herefords and Devons together, that if not as large as the present Short-Horn, will be better adapted to our agriculture and climate, making good milkers, and good beef and an abundance of it.

# RAILROAD CORPORATIONS; OR, THE NATURAL VERSUS THE ARTIFICIAL MAN.

OUR LITTLE HEATHEN CHINEE.

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By J. B. TURNER, JACKSONVILLE, ILL.

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I have often thought, and sometimes said, that I can see no way that the farmers of the West can get rid of the evils that now oppress them, and, in spite of themselves, crush them to the earth, until we can somehow contrive to get up several thousand first class funerals of old judges, legislators, lawyers, editors, etc., with a sprinkling of divines sent along with them to act chaplains.

We hear much said against our railroad men on all sides. I have not a single word to say against them, except that they are, as a body of men, precisely like all the rest of us, neither particularly better nor worse. Personally, I have never met one single railroad man who was not courteous, gentlemanly, and just toward me, under the known rule of the law, which is equally obligatory on us both. In pressing their legal claims and interests up to the full extent of the law, they do nothing more than most other men do, and always will do. Nay, it is best in the long run, for the public good, that they should do so, for the only rule of financial interests we can at present adopt, is the rule of the civil law, and, as General Grant once most wisely said, the best, if not the only way practically to get rid of an unwise or unjust law, is "to execute it;" press it at once to the quick, and expose its inherent infamy to all men, till they get sick of it. I wish it borne in mind that I most fully admit, in the outset, all the moral, social and financial benefits of all our corporations, and railroad and other companies, that any one, however sanguine, chooses to ascribe to them; while still their pretended vested rights to steal by law, or to get hold of other people's property without their consent, and without a just equivalent, call it what you will, has in no respect whatever increased their usefulness or their power for good, but has ever been and now is an unspeakable damage and curse, both to them and to the whole country alike. What an inestimable financial advantage, to us, and to the whole world, were

our Southern cotton-growing States and the people who controlled those States. Still after they adopted false principles, and begun to cut up under them, and try to apply them both to their own interests and ours, they made us no little trouble after all ; and had they been allowed to go on, they would have utterly ruined and enslaved us all in the end. We have recalled them back to their own true interests as well as ours, and their best men are glad of it, now it is over. So it will be with our railroads. Injustice is, in fact, equally unprofitable to all parties alike, in the long run. I admit, most frankly, that we have among our lawyers, law-makers and judges, not a few of our very wisest and best men, and if all, or even a large part of them were of this character, our troubles would soon be over, and we should soon find means of bringing the artificial, as well as the natural man, upon the same common level before the law. But till we can, in some way, get rid of those old judges of law, lawyers, legislators and their abettors, who are so thoroughly stuffed with the antiquated lies and quibbles of the law books, that there is no room for common sense in their heads, or common justice in their hearts, I, for one, can see no relief in our case ; for the infamy of our present laws have both been thoroughly executed over us, and thoroughly apparent for years past.

I am neither treating our laws nor the decisions of our courts with undue disrespect ; an unjust law or court decree deserves no respect from any free man, and it shall have none from me, beyond what it is enabled to enforce by the hardest. If either the laws, or the lawyers or law-makers desire the voluntary respect of mankind, they must first, like other people, contrive to be respectable, in fact as well as in mere pretense. Some years ago, one of these old grannys of the courts and law books decided that " a black man in this free and Christian land of ours, had no rights which any white man was bound to respect." There was not a man, woman, nor child, on the whole continent, that did not know that decision was a lie, as soon as it was uttered, yet it was *law* ; *supreme court law* ! Well, we soon took our bayonets and pushed that lie into a bloody grave ! threw in, on top of it, a quarter of a million of better men than old Judge Taney ever was, to hold it down, and expended about three thousand millions of money in covering it up, and in erecting over it a suitable monument of warning to coming generations, inscribed : "*Hic jacet sepulta,*" *Judge Taney's lie.*" That is one way that we Americans get rid of legislature lies, and supreme court lies, when we cannot do any better ; but we have easier ways, if not better, which we always try first.

Now, the whole of our present most appalling financial troubles arise from two simple causes :

*First*—Our Legislatures have given to certain “bodies corporate,” so called, a vested right to steal, by law.

*Second*—The courts and lawyers have agreed to lie them through in the theft ; and not a few of our newspaper men and editors, for a small share in the spoils, hold the lantern to help them, while they are setting their traps, and keep a dogged silence after they have sprung them. Our divines, also sometimes “lift up their voices like a trumpet, cry aloud, and spare not,” if some single Hebrew diagma, or Greek iota salscript, is liable to be misconstrued, or misread, or jostled aside, or not duly heeded ; but when millions of living men are trodden into dust, or unjustly robbed by these legal infamies, many of them have no eyes to see it, and no tongues to denounce the infamy. Let us, for a moment, strip this whole subject bare, and look at it with our court goggles all thrown aside, so that we can see it as it really is. Under old Judge Taney’s decision, there was a very large upper class of whites, who were relieved, by law, from all respect to the rights of a smaller class of colored people. The present practical ruling of our laws and courts declares that the great mass of our forty millions of people, both white and black, in this one matter of finance, have practically no rights which some few thousand of favored pets are under any obligation to respect. In this one matter it makes us all “niggers,” black and white together, till we can in some way contrive to get up into some body corporate. It happens on this wise : The great mass of the people are simply so many little *natural persons* whom God made, but their oppressors are great “bodies corporate,” as they are called, whom the law made. So we come to have in the land a very large class of little people whom God made, in fact actually stripped of their natural rights, and a small class of big people whom the law has made, intent on the stripping, and upheld by the courts and legislators in doing it. Summed up and put plainly in the old phraseology of Judge Taney’s dictum, our present court decision would read somewhat thus : “The little men whom God has made in this free land, have no financial rights which the big men the law has made are bound to respect.” The way the law makes these big men is thus : It has a certain set of moulds called “acts of incorporation ;” it takes one of these legislative moulds and puts a dozen or two, more or less, of the little men whom God has made into it, and by due process of law out pops one of these big men whom the law makes, having great and signal advantages over all us little folks in many most important respects, some of which I will enumerate. God has never yet learned the knack of making a human “body corporate” without putting a soul and conscience into each and every one of them. The consequence is that all we little folks are all the way through life, in all possible financial operations, more or less burdened and annoyed, restrained and plagued by



a soul and a conscience. Again, if we get to cutting up ever so badly, it is possible for this soul and body to part when we die, and the world is then relieved of us at any rate; and as Mr. Webster remarked years ago, "this dying under the law, without touching the ground," is not a pleasant prospect to any of us, so we keep the law. But the law has improved on this old foggy way of making men; for what is the use of making men over at all unless you can make them better than the Lord did at first? Hence the law very wisely leaves this incumbrance of a soul and conscience, so utterly useless and awkward in all matters of business, you know, entirely out, when it makes its big folks, and makes, as it declares, simple "bodies corporate" in no degree burdened and hampered, and plagued in its financial transactions, by either a soul or a conscience! So again, it happens that while the little people God makes die, as we have seen, oftentimes before they have half completed their schemes of villainy, or of trade, these law-made men can never die; for how can men give up the ghost who have no souls to make a ghost out of? Hence we little people are obliged to take them as the Irishman did his wife, "to live forever, for better or for worse." Do what they will, we can neither imprison them nor hang them, nor drown them, nor shoot, nor poison them, nor kill them off in any other way. For how can we kill, or maim, or imprison, or harm a mere moneyed "body corporate" that has no soul? But thank God we can still do what will hurt it more than all these put together—we can take away its money; and exactly that we propose to do. Again, we little folks whom God made can have wives and children, fathers and mothers, brothers and sisters, neighbors and friends, heirs at law, and good or evil moral reputation to live after us! These always hamper and restrain, and bother and perplex us, more or less, especially in every little scheme of deviltry we think of enterprising. But these law-made men, being simple "bodies corporate," as such can have no wives or children, fathers or mothers, brothers or sisters, neighbors or friends, heirs at law, or good or evil reputation to live after them, to hinder, restrain, impede or interrupt them in whatever they undertake; they can have simply and only *money!* — *money!* They can neither mourn nor rejoice, weep nor repent, feel nor sympathise; they can simply "sue and be sued." Again, with us little fellows, our souls and bodies, our life and limb, our character and estate, our fortunes, wives, children, friends, and heirs, are all responsible, and to some extent affected, by every act of our lives. But these big fellows the law makes have none of these to stand responsible for them, or their character, or their acts. The sum total of all their responsibilities to either God or man, lies solely in a fixed amount of money put into a till; so money becomes at once their only soul, conscience, life, being, or responsibility or possibility of either

harm or death. Paul of old knew only two classes of men—natural men and spiritual men ; but in this age of improvements we have three classes to deal with—Natural men, whose souls are not yet spiritually fully alive ; Spiritual men, whose souls are spiritually alive ; and Law-made, artificial men, who never had any souls at all, either dead or alive ; “bodies corporate ;” mere financial corpses in deed and in truth. So it turns out that when this whole artificial man, this body corporate, lies or cheats, or swindles, or robs, or steals, even by the million, no crime is committed ; for how can a corpse commit a crime ? or if it did, how would you punish it ? All you can do is simply to strip it of its trinkets, if it has any.

Indeed, I think that any candid man, in looking thoroughly through the great natural advantages which these law-made men have over all the rest of us in all matters either of finance or knavery, would be convinced that the good Lord, when he made the rest of us, if he expected us to make and keep any money at all, in the presence of such a power, did not half understand his business, or he would not have weighted us down on all sides so terribly in the race. But possibly he may have the notion of getting something into us, or out of us, in the end, beside money ; and if so, he will bring it out all right at last, come what will now.

These are only some specimens of the great *inherent advantages* which these artificial men, these bodies corporate, necessarily have over all natural persons in all the financial affairs of life, and one would indeed think them enough without purposely piling on additional ones. One of the greatest English jurists has laid it down as a proper rule of law, that it should every where protect the “*party taken at a disadvantage*” against the “*party that holds the advantage*,” a rule that would seem sufficiently self-evident to any civilization, up to the moral level of the boxing-ring, and one which is every where applied to us little folks, but never to bodies corporate.

Let us look then at some of the legal and artificial advantages which these big people have over us little ones, over and above these natural and inevitable advantages.

One great legal advantage which these law-made fellows have over all us little folks is, that we have no vested rights to steal according to the law, while they have any amount of them. So we have to do all our little stealings against the law, and in full face of jails and penitentiaries and gibbets, if we do them at all, while they do all their big stealing with perfect impunity and in full accordance with the law, which will not protect us because we have no vested rights to steal. If we want to get a drover's cattle away from him, by playing an innocent game of whist with him, or in any other way without paying for them, the law

will not defend us in "stock-gambling;" we are a little people, and cannot get up to the mark of doing such things legally and in a strict "business way," "according to law." If we want to water our cider, or vinegar, or wine, or whisky, or molasses, and sell it as still of full strength and good, we have to do it sort of on the sly, for if detected in it the law is against us. We cannot *water our stock* with impunity. If we little folks want a load of hay, or corn, or wood, and we get round a fellow in a dark night on the public square and corner him up, and by such deceit, or fraud, and lying as we can use, contrive to get it away from him at half price, the law will not allow us to make *corners on the market*. If we want to combine to alter the effective value of the whole currency of exchange in the country, either by adulteration or counterfeiting, or by any other means in our power, the law would not long allow us to thus interfere with the whole practical value and use of the currency and market values of the country, to suit our personal convenience, whether we should call our processes *a lock up*, or *bulling*, or *bearing* the market, or by one name or another.

Suppose the farmers of this State should petition the Legislature to allow each one of them to divide up his farming business into distinct departments: one of grain raising, another of grass raising, another of cattle raising, another of hog or horse raising, and so on, till all our individual estates were assigned to special limited risks and departments, or put virtually into so many wholly independent, fictitious, but legalized stock companies or departments, from each one of which we could, by law, withdraw and exclude all the risks and profits of the other, and from all alike all our proper personal responsibility and character for honor, honesty, integrity, and general responsibility and skill, and stand bound, both in law and honor, to pay debts for material, stock, improvement, labor, etc., in each department, *only as that one alone proved successful*, and were allowed by law to cheat all creditors wholly out of their dues in each unsuccessful department, while we still held on to all the profits of our successful ventures, would the Legislature grant our request? And why not? We are a little folk; we are simply natural men, and have to take all the natural risks and responsibilities. But every single one of these artificial men are allowed in law this enormous unnatural advantage over all other men. And any man who will consent to become or desire to become an artificial man, in these groups of artificial men, can at pleasure, exactly in this way, divide up and parcel off his whole estate into separate risks, withdraw his personal responsibilities from the whole of them alike, pocket the entire profits of all the successful ventures, and, by law, bid his creditors to whistle for their pay in all his unsuccessful ones, or even in all which, by his own mismanagement, carelessness, prodigality, drunkenness, fraud, or crime, he can make to appear as unsuccessful. Yet this is law to-day, all over

the continent; perhaps, in some cases, with some sort of show of making these artificial men take fully their own risks as we do, but in most cases without even a pretense of it. And in that way the laboring and agricultural classes, as everybody knows, are swindled out of millions of money every year, which goes into the pockets of men far richer than themselves. But an old lawyer can see no possible way to stop it, because it would embarrass business—the business of stealing by law. So we will not ask it. We only ask that the same privilege may extend to ourselves. That will, of course, greatly increase business of exactly the same sort. Let us have the “laws of business” widened, not narrowed. Again, every natural man is allowed to do what he will with his own, provided, always, he neither intentionally nor carelessly injures either the public or any other party. Here the law holds us all fast, and all that we have and control; but this artificial man, if with all his advantages he grows large and rich and powerful, as he probably will do, or at least with all these advantages ought to do, if he is not either a spendthrift or a fool, soon claims the right to do what he wills with his own, whether or no—let it injure or harm whom it may, even if it be a whole vast continent full of men, women, children. And the law allows him—at least it confesses that it cannot stop him. Very well, then. Why not give all the rest of us the same privilege? What is a law good for that can only catch flies, while it lets tigers run at large?

And so it goes! These are only samples. Were we to follow this whole subject through, we should find that the law gives more grace—more grace of pure villany—to this artificial man, than ever law or gospel gave of heavenly grace, to any natural or spiritual man in Paul’s day. Suppose you enact a general law that all men may divide up their estates, and withdraw all personal responsibility from such parts of their business, of doubtful risks, as they please; that all men may do what they will with their own, whether their doing so injures others or not; in short, allow all men to get all they can, steal all they can, and keep what they have got by law. I admit that then we should all be equal before the law in form, if we choose to pitch in; but would it be justice? Would such an answer be satisfactory to that large class of men who do not wish to cheat or steal, neither by law, nor without law; and only desire to find real justice as well as equal rights under the law. It is no excuse to say that these corporate privileges are now by law equally open to all; no more than it would be to say that other legalized methods of fraud are open to all; besides, it is well-known that the great mass of the people never can avail themselves of these privileges if they would. Suppose we should enact a law that all men worth more than a million of dollars, might steal whatever they desired from others. Such a law would be equal—open to all alike; all that any one has to do

is simply to get his million. But would it be just? If any of us little people wants to build a grist-mill on his own stream and land, with his own money, asking nobody's help or leave, in which we desire to take tripple toll for grinding, simply because we can get it; or, if we wish to take our own horses and carriages of any sort, and carry people about the city, at four prices, simply because we can get it; or any number of us wish to combine and conspire to crush out and ruin another man's honest business; or, if we wish to put up a market-house or store, in which we will sell at three prices, by false showings, short weights or adulterated quantities—in all such cases, and many others, the law is against us, and sternly shouting in our ears "Thou shalt not steal." It comes in to regulate our tolls, our fares, and all our little peccadillos in trade, till at last we all sit sorrowfully down under the conviction that we poor devils whom God made have really no where on the face of the broad earth any vested rights to steal by law; and we are obliged to earn all our bread by the sweat of our brow. But if these big fellows whom law has made without souls wish to "make corners" on produce, or money or goods, and plunder whole states or continents in the operation; if they wish to combine and conspire to arrest all natural competition, and ruin all natural commerce, blot out of existence millions of hard-earned money given to railroads and other corporations, only to facilitate commerce and natural competition; if they wish to "gamble in stocks" till Black Fridays cover half the globe or "water railroad or other stocks," till millions of money is swept out of other people's pockets, into their own; or if they wish to charge three prices for one for any service whatever, they can do it with entire impunity, for they have vested rights to steal at all times and in all places, according to law; and all their stealings have become, of course, simple "business transactions," done as openly as any other business, just as we all should soon learn to steal whatever we wanted, in the same open business way, if we all only had the same vested rights and other facilities for stealing without disgrace, and according to law.

Now, say anything to any old granny of a judge, or legislator, or lawyer about this whole matter, and he will at once roll up his eyes and look wiser than forty full-feathered owls, and very patronizingly tap you on the shoulder and tell you that "you are getting into waters quite too deep for you; that you do not know the law." Now, just tell the darned fool, as politely as you can, that you do know the law, and that is exactly what troubles you and what you are complaining about. But these are simply pure business transactions, and in a free country we cannot embarrass business. We know it, my dear sir; we by no means ask it. We only wish business facilities enlarged, not at all diminished, so that we, too—all these millions of little fellows whom God made—can

charge our own prices, paddle our own canoe, and steal a horse, or a pig, as a simple business transaction, whenever either we or our families really have need of one; and thus let us have vested rights, too, somewhat in principle, if not in magnitude, on a par with our neighbors. For example, I have contracted with my fellow to steal for him one hundred horses. I want to be able, according to law, as a simple business transaction, to steal these one hundred horses, and sell them to him at fifty dollars per head; I want to be able to have a vested right to hire any one of my neighbors, who make it a business to carry lanterns, to go with me from stable to stable, for a small pittance of the profits, and hold the light and help reconnoitre and lay plans, and then say no more about it, and if interfered with by the State courts, I wish to show that I am acting "*under contract*;" and the Constitution of the United States prohibits the State courts from interfering with contracts; and if opposing counsel object that a contract to steal horses is not a legal contract, I wish the court to be compelled to hear to law and reason, and admit that my contract to steal horses is every whit as moral and legal as any contract can be which takes away from me, against my will, a strip of my land for railroad purposes, solely for "public use and public good," and then, by any process whatever, transfers it to sharpers for their own private use, so that in the end I am swindled out of both all private and all public use and benefit of my land whatever. We would not at all curtail vested rights or obligations of contract; we want them all enlarged and extended so as to come down among us little people, as well as among the big people whom the law makes.

I purchase my 160 acres of land for good, solid gold, of "Uncle Sam." He confirms, and ratifies, and certifies to the contract, not on paper, but, to make the evidence as complete and durable as possible, on the best and stiffest of parchment. There it is; name, seal, record and all; is not the evidence of the contract perfect? Can its legality or guarantees, or its proofs, be questioned? No court in christendom ever pretended that any power on earth had any right to deprive me, and my heirs through all time, of the full use and benefit of one single foot of that land for one single half hour, except it be solely for "the public use and the public good." By what right, then, could any Legislature or court of law take any portion of that land from me, under pretext of public good and use for railroads, or other purposes, and transfer it inalienably to sharpers, who will make no such use of it whatever, unless compelled to do so by law, while the sharpers plead, against all interference of law, that it is a violation of contracts. But my contract to steal horses is as good as theirs for stealing land. By precisely the same sort of a plea my contract to steal horses ought everywhere to shelter me also, in the courts of the land. But it is said that on this point the law is

against me ; that the decisions of the courts have made a wise distinction between these two cases. I know it is ; I know they have ; and that is the devil of it ; it is of this precisely that I complain. Right here is where we need our first-class funerals ; and when those hearses return from the grave-yard, we will either blot out the law and all decisions under it, or we will extend it downward among the little folks also, and give them a sort of fair chance to steal back again. If our present doctrines of the courts are true, what hinders any single Legislature, who could be either wheedled or bribed or befooled to do it, from selling out every inch of soil we have under us, under pretext of the public good, pocketing their share of the plunder and leaving the purchasers to hold it in all coming time, and use it as they please, under this plea of the sacredness of contracts, while we and our families move out West and begin again ? The right to take one acre implies the right to take the whole, by precisely the same process. What other function are most of our lantern-men, who profess to stand watch and guard over our public presses, performing for us in this matter to-day, beyond opening their columns to enable the rascals of various sorts to throw their light abroad, reconnoitre their ground and decoy their victims around them, all for the sake of a pitiable fee for editorials or puffs, or advertisements or free passes, and then close all down in utter darkness again, till another fee comes round. Who that has read the papers does not know that this is especially the case in regard to all the great insurance swindles. What fool, outside of our courts, does not know that mutual contracts defining unfulfilled conditions by both parties, must be signed by both parties alike, or it is good for nothing, and binding on neither party ? Are our railroad charters so signed by both parties alike ? They have, from beginning to end, not even the form or the semblance of a written contract between two parties legally empowered to contract. They are, in form, and intent, and spirit, a mere conditional gift ; a mere franchise ; good only as long as the conditions are truly and fully complied with ; and on that point the donor, who alone made the gift or grant, and signed the contract, alone has the right to judge ; at least, and at worst, has he not as good a right as the receiver has ? Did this one or two or half dozen men, when first seeking their charters, appear before the Legislature to even propose to make a contract with the State, in behalf of their fellows ? Nay, verily ; they came there to simply ask a privilege, on conditions of promoting the public good. Without this primal plea and promise of securing the public good, the Legislature had no more right to listen to them for a moment than they have to steal my horses ; the pledge of the public good, therefore, becomes vital to the franchise from its first incipency ; they came to ask, as individuals, that they and their fellows might, in that privilege, be legally *empowered to make contracts*, to "sue and be

sued," and till that power was granted, till that franchise was given, they had no more legal power to make a contract with any body on earth than so many horses or wheel-barrows have; they well knew this; the legislators all knew it. How, then, could a party make a legal contract while still totally incapable in law of doing it, either with the Legislature or with any other party on earth? and while the very thing they are seeking is the power to make contracts, to "sue and be sued?" Is it said there is no use in arguing the question, for the courts have decided that this thing—which is not even in the form of a contract, has none of the elements of a contract, no appearance even of a contract, and is made with a party which could not possibly make a legal contract with anybody on earth—is still *a contract, and that is law?* I know it; and all the worse for the learned fools who have arbitrated the law and the decisions of the courts. Here we need again our very best first-class funerals. Old Judge Taney's decision was once law; is it now? "Oh, but the law came down from England." No doubt, but it never came down from heaven or any other place where even any pretense of truth or justice reigned. Who is so stupid as not to know that English common law was first made from top to bottom to wring poor men's noses, and put money into rich men's pockets? The very purpose which this totally absurd dictum of our courts so admirably answers now; and are we to be eternally bound by it, hand and foot? On very many points we have ourselves abrogated this old law; thrown it overboard, and made it, I admit, as a whole, far more tolerable and decent, but not at this point. "Of English Penal Statutes alone," says Herbert Spencer, "there were enacted from the time of Edward III, down to 1844, 14,408 separate statutes, while the 'case law' filled over 1,200 volumes, and both are rapidly increasing; at that time there were two ex-Chancellors giving conflicting judgments in assurance-arbitrations; a conflict typical of the whole system from top to bottom." Lord Cranworth said, in the House of Peers, that "the judges were supposed to be acquainted with all these laws, but in fact no mind could master them, and ignorance had ceased to be a disgrace. So utterly incurable has this evil of the stupidity, and injustice, and delay, and enormous costs of the law, even in England, become, that it is proposed in London to throw the whole thing overboard, and form a tribunal of commerce for voluntarily administering mutual justice as they do in Paris, wholly outside of the courts and the law." And yet it is out of this same absurd and wholly unintelligible jumble of English law that all our American doctrines of common law and of court precedents have sprung; resting on the eminently profound assumption that dead men's and dead ages' opinions are invaluable, but the living men's of a living age are good for nothing. The man who will hold himself inexorably bound by such a preposterous assumption is already dead, and the sooner he is buried



the better. The doctrines which protect and give to "these bodies corporate" this their extraordinary privileges and advantages, sprung up under an absolute despotism, and are fitted only for a despotism. Such "bodies corporate," this whole "artificial man," this truly "*Heathen Chinees*," has no element in him nor about him as much in accord with our real American institutions as has that other yellow *Heathen Chinees* that comes to us from the other side of the globe. Our common schools and christian influences may at last get an American soul into this yellow heathen, but how can they stick a soul into a mere body corporate—this soulless "*Heathen Chinees*?" How long, in America, shall we continue to bow down to this old dead idol to the utter destruction of all real rights and justice, because some fool of a judge fancies that he understands the precedents of the courts, especially when they are all self-evidently absurd? I am by no means either advocating or suggesting mob law in any of its forms; I am only proving again our great need of more first-class funerals.

Several of our States are now devising new schemes of legislation, never before attempted either in England or the world, to make the venders of ardent spirits fully responsible to the public for all the evils their callings may produce. Yet these liquor dealers use only their own property; they are under no implied chartered bonds to promote the public good. They have neither asked nor received from the State or the public one cent's worth of land or property, or privileges of any sort, on any such pretext or ground. They simply use their own as they choose. No one even pretends that they charge exorbitant prices for their goods or services; or that they form combinations to enforce unnatural prices, or to bring about such a state of things that a man is obliged to patronize them. On the contrary, every man in the country can, with entire safety to himself, his family, his business and his credit, let them wholly alone if he chooses; and still the law steps in, and avers that their business shall not endanger the public weal, and that they must take the full risks of its so resulting.

But these privileged corporations first beg the right of the State to exist, and to hold their public privileges and franchises for the public good. They receive their gifts of lands, moneys, stock and privileges, yea, even their own existence, on this ground alone. They then combine and conspire to bring about such an actual condition of things that no man in the land can do without their aid, without utter ruin to himself, his family, his business and credit altogether; and then, forsooth, they assume to charge whatever prices for such aid they please, in defiance of the State which created them, and of the public which patronizes them, and even of the whole power of the Republic itself. How do these two things fit together? Why should not all artificial corporations, as well as natural persons who are liquor dealers, be com-

pelled to regard the public good, and take the full risk of their own business in this free land, even though no musty English statutes furnish us precedents therefor ?

But there is another, and, if possible, a still worse evil connected with our present railroad system. Col. Benton once objected to a certain bill in Congress, because it had, as he said, "a stump speech in its belly." We have all read of certain classes of noxious insects that have sometimes each a parasite inside of it, feeding on its vitals; and still a third, or a fourth inside of that, so that who ever undertook to feed the outside one, must in fact feed the whole batch, till the one has eaten the other up. Just so many of our railroads have each a stump speech, a parasite, one or two or three "credit mobiliers," in the shape of express companies, "blue line" and "red line," "fast line" and "slow line" companies, one inside of the other, in the maw of the original charter, and the public have to support the whole brood till one succeeds in eating up the other. It is hardly too much to say that all these double and treble contrivances, these corporations within corporations, like the "credit mobilier" in the Union Pacific, are usually got up by the officers and managers of the roads, for the double purpose of swindling the public out of exorbitant freights and fares on the one hand, and of swindling the stockholders and creditors out of all proceeds on their stock, and all loans advanced for its benefit by some such artifice as that resorted to in the case of the "credit mobilier" concern, but recently exposed. Thus the people have to pay several prices for all their freight; stockholders and creditors are swindled out of all their proceeds and dues, and the rascally managers pocket money by the million; while still the law can neither punish the one nor relieve the other. It would be interfering with "business" and "vested rights."

But our railroad corporations are not, by any means, the only class of artificial men who are allowed to plunder the public under pretence of law. There are our insurance companies. Go into St. Louis, or any great city East or West, and you will find the most splendid marble and iron palaces in the whole city belong to insurance companies. Ask any insurance agent to state to you truly how much money, all told, his company has received in on risks, and how much it has paid out on all losses since its incorporation, and he will either tell you he does not know, or he will probably lie to you; for if he should tell you the truth, you would see at once that it would spoil his business. Insurance agents and companies can state and write facts and arguments to any extent, in all places and at all times, but this one single little vital fact they never state without covering it up so that no one will see it as it really is. Still, it is the only fact that it is first and most vital for their patrons to know. I have no more fault to find with the general principle

of insurance, when needful and just and proper, than I have with our railroads; both alike are needful, and both alike, and especially both together, may become wholly intolerable. Needful and proper insurance is one thing, while an universal monomania for insurance, at any cost, is quite another. The reader of the insurance office puffs, communications, and editorials, even in some of our religious and industrial papers, might well conclude that to infallibly save both soul and body, the first "thing needful" was an insurance policy of some sort; while temperance, industry, frugality and faith in God were only among the non-essential incidents, convenient indeed, but not absolutely essential to the blessed man who has a policy in his pocket.

According to the advertisement of the New York Mutual Life Insurance Company, published in the *Nation* of Dec. 12, 1872, a young man of 35 years of age had always paid into that office \$26 28 per annum on a risk of \$1000, while the actual cost of the risk alone was only \$8 52; thus every young man, by their own showing, paid the company more than three times the actual hazard of his own risk of life, or 200 per cent. more than cost. With still younger men the case would be far worse.

In the *Nation* of February 6, the same company gives its gross receipts for the year 1871 for premiums and policy fees, \$14,386,863 81. Its claims paid out by death were \$2,253,667 73, that is, its receipts are nearly seven times the amount paid out on death claims. 600 per cent. more than the actual cost of a thing is more than we can make at farming, even if the railroads carried our produce for nothing; but then we are not artificial men. If any one of us should build a grist-mill with our own money, on our own land, the law would not allow us to take 600 per cent. toll. God never made any man that could cut up such shines by law; it takes the Legislature to do that; and yet this is concededly one of the very best life insurance companies in the country. I have not the documents at hand to show the rates of charges in fire insurance companies, but I recollect being urgently importuned to go into one once, which proved a mere fizzle, and in which the profits were claimed to be in the end some hundred per cent. If any farmer will go round through his own neighborhood, and add up all that has been paid out for insurance, he will usually find that it amounts to some hundred times all that has ever come back to his neighbors; for isolated farm risks, with care, are almost nothing; and by insuring, the farmer usually only helps fill up the great gulps made by fire in our great cities, where indeed there is some sense in insuring, especially if you can get the farmers of the country to bear a heavy share of the actual risks.

Time and space forbid the attempt to trace out the doings of this artificial man, in all banking and moneyed corporations, in manufactures,

protection, tariffs, taxes, etc. Suffice it to say, he is everywhere, and in all places alike, this same "Heathen Chinese."

I have only glanced at two of the great classes of artificial men, whose annual operations sweep the money from all our farms and prairies, and roll it down, and pile it up in our great cities, as inevitable as the waters of the lands flow toward the ocean, there to lay, and ferment, and rot, for a while, and breed all sorts of extravagance, and social and moral corruption; to furnish the basis and the means of making "corners on the market," "stock gambling," stupendous "railroad combinations," and "railroad swindles," "black Fridays," and "periodical lock-ups," "bulling and bearing" the stock market and the specie market, engendering all sorts of financial alarm, and bankruptcy, and disaster in all sorts of regular business all over the continent, "buying up legislatures" and "senators" in the States, and at the capitol itself, for still more preposterous schemes; and when it still accumulates there so that neither God, man nor the devil can make any further use of it, it is, by the same inevitable law of nature, sent back into the country again, not in the shape of gentle rains and showers to enrich our farms, but to shingle them over with ten or fifteen per cent. mortgages; so that, if the rains of heaven do fall, they will do us no good nor our children, for we are sold out. This devastation of mortgages has already overrun most of the older States nearer to the moneyed centres; and they have moved out West, while their homesteads went under the hammer for a song, to the more hardy and prudent incoming Irish and Germans, and judging from the clouds of mortgages beginning to overhang our western sky, I think we had better be picking up our traps and preparing to move too; or shall we first look a little, and compel our courts and legislators to look a little, into the ways and all doings of this artificial man, this "Heathen Chinese," "with his ways that are dark, and tricks that are vain." But still, according to law, I know nothing can be done. There stands the law, fixed, square against you at every turn; there are the laws of trade too, and of competition. I really hope that you are not so much of a barbarian as to wish to overthrow all these. Then, there is "business," man; would you interfere with "the laws of business?" Why can you not be made to see that so long as this artificial man is allowed by law to take out his jack-knife and skin you all over, from head to foot, as a simple business transaction, while you are not allowed to skin any one else in turn, the laws of trade, and laws of competition, and the laws of business, are wholly against you, and you have no possible remedy but to grin and bear it, or petition for the equal right to use your jack-knife in turn, and fight it out on that line, or see to it that all the rights and privileges of this artificial man are at all points restricted by law, as thoroughly and unscrupulously as your own are.

There is no real glut in the markets of the world, to-day, of the great staples of life; there never was one, and there never will be one. If this artificial man could be compelled to behave himself as other men are, in all the phases and under all the subterfuges with which he meets us in exchange, all our products would find plenty of hungry mouths to consume them, at prices tolerable to them and remunerative to us; for, as prices fall, the circle of consumers greatly enlarges, and in close times even 20 per cent. piled on to cost, by artificial means, is in itself enough to throw nearly one-half of our consumers out of the market. Then again so long as these artificial men, these privileged and protected classes, are allowed to make enormous profits, they can pay high wages for all sorts of business they have to do; thus they bid up the prices of labor, and set the whole country swarming with agents and middle men, to gather in and protect and enlarge the circle of their business. Allow by law, and by protection, railroads and manufacturers to make enormous profits, and the whole capital and labor of the country will rush off from the farms and toward the railroads and manufactories. Wages on farms and interest on money will go above their natural level, and their costly products in transit will be fleeced of all possible profit by the various wiles and extortions of this artificial man, wholly uncontrollable by any just law that God or man ever yet made. Shall we make one for him? No, the time has not yet come; we are not yet ready; we must have those funerals first; we are not near the bottom of the difficulty yet. If we ever get there we shall find that our lawyers and law makers are, themselves, artificial men, and of course in close sympathy with all of their class, especially with all who can proffer the biggest fees and the most pay. For example, the law compels you and me to go into court either as jurymen or witness, and leave your business and family, and hang around it through the whole term, for one or two dollars per day, whether you are willing or not; or it arrests you and forces you into court, wholly without pay, and compels you to employ and pay your counsel, on a suit that proves wholly unfounded and unjust, and you are obliged, in self-defense, not only to lose your own time and trouble, but to pay your lawyer all the money he pleases to screw out of you; it may be five hundred or a thousand dollars for one or two hours work in court, and a few hours of preparation. This is custom. Is it right? I deny it. So far as any man is compelled to come into court to seek justice, all the services of those essential then and there to administer, or evolve that justice, ought to be as much fixed by law as the salary of the judge, or the fee of the witness or the jurymen. The court is no more an open market where men voluntarily purchase things on sale, than hell is such an open market. True, I have a right to buy a horse or a farm, or hire a man, or sell my own services in the open market, for whatever I can get, or give, be it more

or less. But if the law compells me on a certain day, and at a certain time and place, to appear and buy a horse or a farm, or hire a man, or sell my own services, if wanted by another in like straits, it is no longer an open market, and the law should thoroughly protect me through the whole process, so far as that court is concerned. Do you say this is not law? My dear sir, I am fully aware of it, and the more shame to the law.

Again, if I walk up to a fellow like a man, and take my own risks, and threaten to knock him down, and thus compel him to surrender his purse, I have committed one crime—I have robbed him, and the law will send me to prison; but if I approach him on the sly, and get him to trust me with his purse, by lying to him, and then rob him of it, I have committed two crimes in one: those of a sneak and a liar, and of a robber; but in the eye of the law I am guilty of only a breach of trust, and the double crime is far less than the single one. Now, if I will run for Legislature, or any public trust or corporation, and get hold of money or interests, which I have promised and sworn to protect, and thus commit the crimes of a liar, a perjurer, and a thief, all in one, I am generally considered a smart fellow, and in practical law have committed really no crime at all. So the law, in spirit, everywhere eases off its burdens and its penalties as it rises upward, from the mere natural man, through the man of artifice, to the purely “artificial man,” and he is bound by no law, no soul, no anything at all, on the same level with the mere natural man. All this comes of habits inherited from times in Europe, when artificial men, mere kings, lords and squires, were alone protected in their rights, and the rude ignorant people used only for food for jails, gibbets and gun-powder; the old birth place of our common law. As things now are, no sensible man will approach the courts of law as long as he can possibly avoid it. He is sure to be skinned in one way or another, and if he gets justice, it will generally cost him ten times more than it is worth to him. About the only way he can go through our courts with entire safety, is to kill some man outright, and go in on a plea of moral insanity. Then he will get clear of everything but the plucking of his lawyers; and if entirely innocent, he would have to stand that anyhow. But infinite mouthfuls of wind must still be blown off in praise of the law, and people made to believe that the whole safety of society rests on it alone, instead of that moral and religious sense of obligation, and duty, and fear of just public opinion, which is ever more potent than any possible law, and without which no law is worth the paper it is written on. But time and space would fail me to follow this artificial man, and trace out all his devious ways and the legal infamies through which he is allowed, by law, to plunder people who are forever bothered and hindered by having souls in their bodies, and no sort of legal rights to steal anywhere or in any way. The first thing we all need to do, is to abate some of our stupid

reverence for law as it is, and begin really to inquire after the law as it ought to be. Says a distinguished recent writer, "the quackeries of the platform, the bar, the State house and the pulpit, the gigantic swindles of speculators, the frauds of petty trades, the omnipresent overreachings and deceptions, by which the people are victimized in the intercourse of life, are but the legitimate consequence of our gross and wide-spread ignorance of human nature and its real laws;" to which I would add, that when we have learned to unravel all the legalized tricks of this "Heathen Chineese," this "artificial man," we shall know enough about human nature as a whole, to protect ourselves against all its worst modes, both of theft and of fraud; and we shall give to him the same rights, and hold him everywhere, and at all points, to the same responsibilities, that we do all natural persons, no more and no less.

Posterity will recognize our inherited formal laws and formal theologies as among the greatest infamies of this century, and wonder alike at the great mouthful of wind we could so incessantly blow off in their praise, and at that Divine grace and patience, that individual sense of Christian truth and right that could carry us safely through them.

In beheading that peculiar artificial man called "the slave-holder," we have righted already a whole world full of wrongs. But there are lots more of them of the same kind to be brought to the block before many years roll away.

We talk as wise as setting owls of the laws of morals, of nature, and of finance, and trade, etc., but the real laws of morals and of nature have in fact about as much to do with our inherited dogmas of court and church, of finance and trade, as they have with our cotton-picking mills and spinning jennies, our six shooters and columbiads. They furnish the naked power which we direct, control, and use, either for life or death, as we choose. The people never yet existed where the pure natural laws of right and justice as a whole, stood any sort of chance in the forum of their courts and statute books. This "Heathen Chineese," this privileged man, incessantly hobs it upon us everywhere, in one shape or another, to totally upset all natural order, and knock all real justice into "pi." It may well be doubted, all mere gas to the contrary notwithstanding, whether the people who do the real honest work of the continent, really get back enough of their honest dues into their own pockets, and of a just protection of law, to pay the interest of the money expended on our court houses and State and National capitals, to say nothing of our yearly taxes and enormous costs of law suits. It cannot be doubted that this people have been robbed and plundered of more money within twenty-five years, through the ignorance, negligence and depravity of those who have pretended to

administer the law over them, than all the single-handed knaves and scoundrels of all sorts have taken from them since the continent was first settled! Yea, many thousand times more; all done in due process of law.

Take New York City as one example, "Credit Mobilier," for another, and you cannot go amiss of hundreds of others! Take one close by us. I can remember when, in very early times, the county known as Macoupin, in some of its wild retreats, was a notorious nest of horse-thieves; the people at last cleaned them out; but, if all the horse-thieves of the whole State had gathered into Macoupin county and the people had been left to struggle with them to this day, without either formal courts or formal laws of any sort, they would not in the whole course of their history have plundered the county to one-half the extent that the infinitely worse and meaner scoundrels who built their court house did, all under the form of law, *law*, LAW.

When we get tired of blowing off mere gas, and begin to hold our breath and look at a few real facts in the case, we shall at least begin to be saved, and if we anywhere begin to analyze to the bottom, to stir the many bunches of harmless meal that lie thick all around us, the first live thing that will everywhere pop up before us, is this "Heathen Chinees," this artificial, this privileged man, in some one of his protean forms; and usually he will be found very rich, while we are very poor and growing beautifully poorer every day.

But what are you going to do about it? was Boss Tweed's first inquiry, when they poked him up out of the meal. And I, for one, wish they had taken him and made him answer his own question, or hung him to a lamp-post, but that might not have been agreeable to him; for I notice such fellows always have a terrible horror of lynch law; they fear that there may be some spice of real justice in it after all; and in fact it is, therefore, like thunder-storms and tornadoes, good in its place; but not convenient, as the regular order of business. There are some things that can be done:

1. *The people can organize into clubs and associations*, without respect to creed or party, and in manifold ways dispense, at least, with the runners and agents of these various privileged men, if not with the men themselves, and thus economize costs of sale and purchase. They can look at their real condition and interests, and talk them over, and at least agree not to be longer befooled by mere gassy politicians from either party. They can choose men of their own class and interests to revise their laws, instead of professional lawyers, and men of the other classes, whose entire interests and habits of thought and belief are, at many points, directly against them; they can throw a larger number of their sons and daughters into our industrial universities and other



schools, to enable them to study and understand these all-important subjects and become prepared to represent and defend their real interests in all the walks of human life and society.

2. A definite number of farmers and artisans, and merchants or dealers, can associate together for the express purpose of avoiding the courts altogether, by entering into a mutual contract to refer all difficulties that may arise between them, of whatever sort, to the men elected from their own number by the parties, and abide by the result, and if any party did not so abide, then sue him on the contract and enforce it. Make the association large enough to embrace most of the men who have dealings together in a given town or district, and avoid the courts as much as possible, and take them only as you do the small-pox, when you must. Agreements to leave out, even without such associations, ought to settle most difficulties.

3. Ten, twenty, or more men could come into a written agreement to relieve one another in case of fires, on definite terms, at one-hundredth part of the cost they now usually pay, and with a vastly greater certainty of security than they can now get from most of these cut-throat insurance offices; many of which are got up and chartered under big names, simply and solely to facilitate this "Heathen Chinees," and his agents and runners, in their schemes of public plunder.

As things now are, this "Heathen Chinees," either directly or indirectly, makes nearly all our laws, fixes all our tariffs and taxes, and controls all our commerce. He can, by an easy combination, anywhere pay \$20,000 or \$30,000 or \$100,000 to elect any Senator or Representative. He can "do vast good" with all sorts of "Credit Mobilier" stock. He can pass word to his thousands of employees, mercenaries and defendants to vote for this man or that. He can, in fact, bribe all the principal attorneys to silence in any town or city where he is likely to have a suit in court, by paying them what is called "a retainer." In court and in Congress he can get his own men in place where he wants them, and get ours out of place and out of the way; and dead abstractions, called laws, are not likely to run afoot and alone, either in court or in congress, without some one to uphold and guide them. The paper rescript is mighty nice—most admirable—but the devil is in the practical outcome of it. He alone can see clearly through all the fogs of "tariffs," of "taxes," of "commerce," of the "laws of business and of trade," because he alone harkens solely to the "voice of the prophets," which to economize ink and letters, he always spell p-r-o-f-i-t-s—smart fellow, this "Heathen Chinees"—and it will cost us more to release his grip from the throat of the public than it did to unclasp that of his first cousins—the old slaveholders; not in blood perhaps, for here we are called to suffocate in the vaults of the "Credit Mobilier," and "Kansas Senator" stercoraries, rather than to fight and swim in Chickahominy blood.

We ought to have an amendment to all our constitutions and laws, requiring every man who takes part under them to make oath, on entering office, that he has no sort of partnership with nor interest in this "Heathen Chinese" in any shape or form, either direct or indirect; that he has received no sort of favors from him, and that he will have and receive none whatever so long as he remains in office, nor thereafter, for any special interest he may advocate or vote for. We ought also immediately to provide, by law, that all charters, special privileges, franchises and contracts of whatsoever sort, shall in all time in future be forfeited to the State, whenever or wherever it can be proved that even any attempt, or any form of either corruption or fraud, either direct or indirect, was resorted to by any one of the agents employed in securing them, or in their public management thereafter, with such other penalties of fine or imprisonment as may be deemed necessary. But we shall get no such amendments. It would interfere with the freedom of the people, and the people at present are, for the most part, this "Heathen Chinese." "He is France." It would interfere also with the laws of business and freedom of trade, and this "Heathen Chinese" is at present about the only business man and trader we have that is any account in legislation. What rights have those men who have got a soul in their bodies, compared with those "bodies corporate," who have got none? The idea is wholly preposterous; to give them anywhere near equal rights in fact, would revolutionize the whole republic, common law, common fools and all, and bring all things back to the wholly uninteresting dead-level of common sense and common justice. But if I have said enough about this "law-made man," this "artificial man," this "privileged man," this little "Heathen Chinese," to arouse your suspicions and induce you to look after him a little, I have accomplished my object; only, remember, that I do not complain of his privileges, because they are not equally open to all who are willing to avail themselves of them, but because they are not fit to be granted to any men, and ought not to be. We ask for no new privileges, for no more mere laws, common or uncommon. Heaven knows we have had enough of that already, unless it is better; but we ask for justice—for equal rights before the law, where we now stand as individual men, without the necessity of going into a corporation of any sort to get them, and we intend to have it; it may cost time and labor, it may even cost blood, but come it will, sooner or later, either by fair means or foul.

An aristocracy of blood and lineage is bad, but an aristocracy of mere corporate wealth is infinitely worse. It has all its vices without a single one of its refinements or redeeming virtues; it has ever been so, and ever proved so, and ever will. "The privileged Spaniards," in South America, are well known, but if ever the true history of India should be written, it will be known and felt that the rule of the "*English East*

*India Company*," over that most unhappy country, was more disastrous, more absolutely devilish than they had ever before experienced at either Heathen or Mohammedan hands, and all under law—English constitutional law. ●

I very well know how fashionable it is to say in all our literatures, and even in our hymns and prayers, that these and other Heathen races are exterminated by coming into contact with Christian civilization. But I know equally well, that the thing which really exterminates them is not Christian civilization, but corporate hell-fire and damnation; this same little "Heathen Chinee," in one form or another; and it is just as competent to exterminate or to enslave us in the end, as it has been those who have gone before us, or who lie prostrate all around us. Shall we lie down under it? "Not much, I think."

## FISH CULTURE.

BY N. E. BALLOU, SANDWICH, ILL.

All great enterprises, whether of local or national importance, struggling for success and public recognition, must depend in a large measure upon their merits; and the practicability of such enterprises must be so well established, by every possible precedent, as to become a conviction. But, fortunately, fish culture is not an embryo project, for it has been in successful operation for ages. The artificial propagation of food fishes is now assuming national importance over the entire world, among enlightened nations. If we should admit that fish culture may never become one of the great industries of the nation, we have abundant proof that the fisheries of every State of the Union may be made so productive and fruitful as to cheapen the food of our toiling millions. If, as science asserts, "a fish diet is a fortifier of the brain," who needs it more than the dashing, rushing, and irrepressible American?

### ANTIQUITY OF FISH CULTURE.

The Chinese have practiced "fish hatching" for centuries, and fish are consequently so cheap among the Celestials that a penny will secure sufficient for a breakfast for a small family. The Chinaman has an ingenious method of hatching the collected ova of fish. When the spawning season arrives, operators empty hen's eggs, by sucking the natural contents through small openings, and substituting the ova of fish. The eggs, thus re-embryoed with germs of new beings, are placed a few days under hens, then, removing the ova carefully, they are placed in water warmed by the heat of the sun, when the ova soon burst, and the young fry are shortly able to be removed to artificial ponds or sluices intended for rearing them.

The Romans were adepts at fish culture. Sergius Orata is reported by historians as the originator of artificial oyster beds—grew them by millions in the great reservoirs of Baïæ, on the Lucrine sea, where he constructed a splendid palace, in which were served his celebrated oyster suppers. Lucullus is said to have been a famous fish farmer; nour-

ished and cherished his pet breeds of fish, as cattle and horse breeders obtain particular strains of blood.

#### PROGRESS OF FISH CULTURE IN EUROPE.

Nearly all of the European States long ago, through government patronage, became proficient in "fish farming," and are now enjoying abundant fruitfulness of fisheries, stocked by means of artificial propagation. They have acclimated the Salmonidæ to bodies of water where they never existed, with great success. France has a national propagating establishment at Archachon, in the Department of the Gironde, from which the depleted rivers of the kingdom have been supplied with small fry, and they now produce cheapened food for her densely crowded population. England, Ireland, and Scotland maintain valuable fisheries, by means of establishments under government control, the rentals of which have doubled, while the yield of fish has proportionately increased. Germany, Austria, and Russia, seeing the success of their neighbors, inaugurated national hatching establishments, with the same profitable results, thus giving their people food at once healthful and cheapened. In all of those European States, as a matter of prime necessity, protection is accorded to all kinds of fish during the spawning season—none are allowed to be taken except for the purpose of breeding. From the celebrated "Piscacultural Laboratory," at Hunigue, on the Rhine, supported by the government of France, millions of ova of the Danube Salmon (*Ombre chevalier*), and other valuable kinds, are annually distributed for hatching, to supply the chief rivers of the country. This industry, in nearly all the countries of Europe, has assumed colossal proportions, for their populations could scarcely subsist, if it were not for the fruitfulness of their excellent and well-managed fisheries, which have become thus productive by the modern method of supplying the yearly depletion, which is now applied to nearly all varieties of edible fishes.

#### PROGRESS OF FISH CULTURE IN OUR COUNTRY.

Modern fish culture promises to be the most successful movement of our times to cheapen food, by producing the largest possible amount upon a given area. It has been wisely said, that a man who could cause two blades of grass to grow where only one grew before, is a public benefactor. So is that man who can, by the aid of modern means and appliances, increase the annual product of our fisheries, thus making it possible for our rapidly increasing population to live at cheapened rates, upon more wholesome and more substantial food. In our country futile experiments had long been made upon the ova of fish; but it was left to the genius of Stephen H. Ainsworth and Seth Green to inaugurate systematic artificial propagation of fish in the United States. Hitherto

all efforts had languished between hope and fear, until Mr. Green, by patient study of the fish, won the key to unlock the arcanum that developed the long-sought secret of pisciculture, upon strictly scientific principles. In 1867 the States of New England began to believe there was sufficient abeyant wealth in their numerous lakes and rivers to justify the attempt to propagate fish artificially, whereby more fish could be matured for food in these lakes and rivers, and their numerous tributaries. The first attempts at successful introduction of Salmon (*Salmo salar*) into American waters, was by Dr. Fletcher, of Concord, N. H., in 1867. The ova were procured from salmon, in a river of New Brunswick.

In 1868, Mr. Livingston Stone, one of the most successful pisciculturists in our country, built a Salmon-breeding establishment on the Mirimichi River, in New Brunswick, where Dr. Fletcher, the year before, obtained his stock of salmon ova. Mr. Stone was entirely successful in his operations at this establishment, and brought home 183,000 salmon ova, which were successfully hatched, and the small fry were distributed in the principal rivers, and their tributaries, throughout New England. The efforts of Dr. Fletcher and Mr. Stone to stock the streams of New England constitute the true history of the introduction of Salmon into American waters. In the meantime, Mr. Seth Green was experimenting upon the artificial propagation of Shad (*Alosa præstabilis*), in a hatching establishment erected upon the Hudson river. While the method of hatching salmon ova would not apply to the hatching of the ova of shad, Mr. Green had to try many experiments before success crowned his efforts. He was finally successful, and large numbers of young shad were distributed to the Connecticut and Hudson rivers, which in four years so increased the annual product of the shad-fisheries, that shad diminished in price, in New York and other markets in the east, one half; thus establishing clearly the benefits of artificial propagation of fish. From this hatching establishment 12,000 young shad were taken by Mr. Green to California, to be acclimatized to the rivers emptying into the Pacific ocean. The undertaking was a gratifying success, and illustrates the possibilities connected with artificial hatching, and the transportation of fish across continents and oceans, and over the world.

Fish culture has, also, been successfully applied to Brook-trout (*Salmon fontinalis*), indeed they seem especially adapted to artificial propagation. There are numerous trout farms in New York, New Jersey, and in the New England States, in successful operation, and in a pecuniary aspect are paying institutions. Dr. J. H. Slack, at Troutdale, near Bloomsbury, New Jersey, has a fine establishment, consisting of a propagating house, and their ponds, one of which, near the hatching house,

receives the young trout; another is for half-grown fish, while the third is for the full-grown, or developed fish. In a pecuniary point of view, the establishment is a paying one. Messrs. Hoyt & Robinson, of Merideth, New Hampshire, have fish nurseries, for propagating trout and salmon on an extensive scale. They hatch for new trout farms, and for amateur fish growers, and furnish salmon and trout ova on a large scale to fish breeders. They also breed trout largely for marketing. Mr. Seth Green has, also, a large establishment, at Caledonia, Livingston county, New York, where the sale of ova, and young fish, to supply other ponds, form no inconsiderable items of the business in the aggregate, to say nothing of the large marketing business in furnishing hotels large quantities of full-grown trout at high rates.

#### ECONOMY OF ARTIFICIAL PROPAGATION.

Here is a striking exemplification of the poverty of nature, in comparison with art. The same law holds among the fish tribes that exists throughout all of the grand divisions of animated nature. Fish are given to rapacity, and consequently the weak are devoured by the stronger—for they not only devour each other, but eat the ova of other fish; notwithstanding their ingenious efforts at concealment, large quantities are destroyed before incubation develops the fry. Eminent pisciculturists, from close observation of fish kept in private ponds, and from a knowledge of the number of eggs produced by a single fish, calculate that not one in a thousand develops a single fish, owing to the many vicissitudes connected with, and incidents to, the brief lives of the finny tribes. The artificial method has completely triumphed over this enormous waste; for artificial hatching, after the collection and artificial fecundation of ova, turns out 90 to 95 per cent., thus effecting an enormous saving over the natural process. After the hatching of fry by the natural process, while they are still hampered with embryo attachments, weak and fragile, another great loss occurs, so that when the process is complete, but few remain to replenish the enormous draft of incidental loss. When hatched by art, the fry are kept in ponds, races, or sluices, until they are strong enough to make their way in their watery world, so that considerably more than one-fourth, by estimation, reach maturity. Here is the value as well as the secret of the triumphs of modern invention. The success which has thus far attended pisciculture but attests its value, and argues beyond refutation the economy of artificial propagation of fish. It has been worth millions of money, in its food-producing results to the civilized world. It has saved from penury and want many who must have languished in poverty, and in distress, in the densely populated countries of the old world. Compared with agricultural products, an acre of water area is worth vastly

more than the ordinarily tilled acre of land. In comparison with the flesh of swine, fish supply largely every element of waste in the human economy, while fish food is a great preventive of evils which pork engenders—say nothing of brain stimulant and nutriment which fish diet supplies, while pork-eating leads to stolidity and inactivity.

#### FACILITIES FOR FISH CULTURE IN ILLINOIS.

While we have surveyed the aspects of ancient and modern fish culture in the old world, and hastily glanced at the rise and present condition of this increasing industrial pursuit in the sister States of the Union, we have a word to say in reference to the facilities for pisciculture in our own State of Illinois. In reference to the subject in hand, we may say, and truthfully so, that in husbanding the resources of our fisheries, we have been distanced by many of our unpretending neighbors of the Union; while we have bent all of our energies upon a prolific soil, that once, only, needed the tickling of the hoe to produce an hundred fold. That time has gone by. We have facilities almost equal to any State, for fish culture, if we could have the fostering hand of government to aid in their development. We scarcely know what our possibilities are in this direction, so little is actually known of the capabilities of artificial propagation by the masses. When we are made acquainted with the fact that old Roman epicures feasted upon salmon, trout, carp, and oysters of their own production—and this, too, centuries ago—we blush that we have not ere this taken up pisciculture where they left off, and made our depleted and barren rivers to teem with millions of food-fish. But the traditional “mills of the gods grind exceedingly slow”—what is everybody’s business is nobody’s, and this is why public attention has not before now been called to the subject.

The time is not distant, if we may be allowed to forecast the future, when every available river, lake or stream of the continent will be as carefully cultivated as ever our soil was, for the augmentation of this great source of food. Illinois has around and within her borders rivers and lakes which are exceedingly well adapted to the cultivation of food-fish, which are already occupants of these waters, while many foreign varieties might be contemplated, and made to thrive and give profitable returns through careful and pains-taking culture. With our rapidly increasing population, this source of food will become an important item, as it has in other countries where fish culture became a necessity, in order to supply the increasing wants of dense populations. We may glance at the states of Europe, and from them draw our conclusions that we shall only take time by the forelock if we begin, at once, to prepare for the oncoming millions yet to be fed within the borders of our Commonwealth. Some persons, not initiated into the mysteries of artificial propagation of fish, may say the idea is altogether Utopian, and



not applicable to a State already rich in every natural product of husbandry. Here is the argument: we need a new industrial pursuit, for large numbers of people everywhere, from force of habit and peculiar fitness, make fishing an occupation whether they thrive or not; will seek employment of no other kind. This class take to the water as have their fathers before them; they capture fish in one way or another, and their art, their appliances and the water area constitute their capital stock, and from these they gain their bread or not at all. But fortunately fish culture, with ages of precedents, cannot be classed as Utopian; for it is true, also, that half the States of the Union have for many years practiced artificial propagation of fish as a means of replenishing their unfruitful rivers. Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Virginia, Alabama, and California, all have adopted this method, which is regulated in those States by legislative enactments, providing for the supervision of "Commissioners of Fisheries," whose business is the protection of fish during spawning seasons, and who also superintend hatching establishments, from which the streams are supplied with small fry, thus largely augmenting food-fish, and thus cheapening food. Mr. William Clift, president of the "American Fish Culturist's Association," in a paper read before that body, at Albany, February 7, 1872, on "Shad Culture," and their introduction into streams emptying into the Atlantic Ocean, says that "every stream on the Atlantic seaboard can be so filled with shad that they will sell at all the fisheries at *one cent a pound* within the next ten years."

In 1848 shad were introduced into the Alabama river, and they there appeared to be as thoroughly at home as in the Connecticut or Hudson rivers. Mr. Clift further says, quoting Prof. Holbrook, of Charleston, South Carolina: "I think we may safely conclude that the white shad may be as successfully established in the Mississippi river as it has been in the Alabama river. Since feeding grounds for that delicious fish exist at the mouth of one river flowing into the Gulf of Mexico, may they not exist at the mouths of other or all the rivers discharging into that sea?" He further says: "I think there can be no doubt of the success of the effort to establish shad in all the streams that empty into the Gulf. They are in the same latitude with the shad streams of others of the Atlantic coast, and can hardly be more muddy than the Alabama. If the shad can have good breeding grounds, in tolerably clear water, I apprehend no difficulty from the amount of soil held in suspension in the lower part of the river. The fry will remain in clear water if that suits them better, until they are prepared to migrate to the sea." Individually, I have not the least doubt that shad will yet be added to the fauna already existing in the Mississippi. More than

that, trout can be successfully acclimatized in many, if not most of the streams of Illinois, as well as many other food-fish foreign to our stock already existing.

What can be done to increase the value of our fisheries? I answer, the same method may be applied which has enriched other depleted streams in other States one hundred fold. Let the Legislature of Illinois pass an act establishing "Commissioners of Fisheries," whose duty it shall be to supply, by propagating establishments, the depleted streams, rivers, and lakes of the State, with clauses looking to the protection of the young and the spawning fish during their breeding seasons, and the work is accomplished.

#### SOCIAL AND INTELLECTUAL BENEFITS.

The study of the Finny Tribes is the most fascinating, as well as the most interesting of any of the specialties of Natural History. Through all the lapsing centuries, mankind have derived pleasure as well as profit from cultivating a knowledge of the water fauna in oceans, lakes, and rivers. Indeed, much of the food of all times has been derived from the watery elements of the earth; and owing to this important fact, as an element of sustenance fish have not been a matter of secondary consideration with all mankind in all nations, and in all ages. Two centuries ago, the denizens of the streams had a special protection as well as a special advocate, and his lessons have not been lost upon the generations which have succeeded him.

Old Izaak Walton's discourses, delivered on his fishing tours, between "Tottenham High Cross" and his favorite angling streams, and directed to scholars, are the most admirable moral lessons incorporated into the English language. Evoked as they were by a study of nature—the purest text books ever devised for scholastic teaching—they will continue to be cherished by his latest disciple; quaintly spoken, yet so abounding in grand thoughts, uttered in simple language, that the *guild of anglers* and the world of mind have grasped them as the gem-seeker would the choicest diamonds of the mines of Golconda. He it was who truly made a "recreation of a recreation;" and during his pilgrimages he stored his mind, while setting upon his favorite primrose bank, with noble ideas and maxims which were interwoven into moral precepts that have come down to us as lessons of purity, and benedictions, to warn and guide us in well doing. In the plenitude of his moral sayings, he quotes the lessons of the good in all ages. He philosophises upon man's moral obligations, and teaches us precepts of wisdom as grand as those uttered by sages of all times. He touches, with the acuteness of Solomon, upon the vanity of riches, and abjures men to be wise in an unselfish flow of good and pure words, akin to those uttered

by the wise man himself. "He recites sacred writ, and alludes to the prophets, who were delighted as he was in fishing. He also remembers with pride and satisfaction that four of the twelve apostles were fishermen, and that the Savior never upbraided them for their calling, as he did the scribes and money-changers, for he found that the hearts of such men were by nature fitted for contemplation and quietness—men of mild, sweet, and peaceable spirits, as indeed most anglers are."

With these interesting objects of natural history let us cultivate a better acquaintance, and seek by the kindly exercise of modern art to protect them against the untimely assaults of fishermen with murderous engines of capture and torture. Let us secure their augmentation as well as protection, so as to cheapen the food of a rapidly increasing population, that the masses may be provided with abundance of wholesome fare. Let us develop an adequate industry that has hitherto slumbered for the want of proper fostering care of the Commonwealth.

## ORNITHOLOGY.

### A PLEA FOR THE BIRDS.

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By "ORNITHON."

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The science of Ornithology teaches the natural history, classification, and arrangement of Birds. The most natural disposal, into orders of birds or mammals, is founded upon their habits and modes of life. Cuvier and Linnæus enriched the science of Ornithology as they did every other natural science they investigated. The latest classification of the winged tribes arranges them in the following orders :

1. *Raptores* (Linn. and Cuv.) *accipitres*, birds of prey.
2. *Insessores*, (Cuv.) *Passeres*, Perchers.
3. *Scansores*, (Cuv.) Climbers.
4. *Rassores*, (Linn. and Cuv.) Scratchers, (*Gallinæ*.)
5. *Cursores*, (Illig.) Coursers.
6. *Grallatores*, (Linn.) Waders.
7. *Natatores Palmipedes*, Web-footed Anseres or Swimmers, (Linn.)

This arrangement, it may be seen at a glance, readily disposes into orders all of the birds by their habits and the elements in which they exist. After Cuvier and Linnæus, Audubon, Wilson and Bonaparte added much to the natural history of birds by forest life, watching carefully their habits and securing correct drawings from nature of most of the birds of North America.

Mr. Audubon was an enthusiastic admirer of birds, and spent a life of self-denial, in our forests, learning their ways and habits. Indeed his history of birds has done much to create a love for the songsters and warblers, who are our constant companions. Mr. Wilson, in his equally enthusiastic study of birds, fell a victim to the pursuit of a new species, by swimming a river, which threw him into a violent fever, from which he died. It is a fact that the indiscriminate destruction of birds would soon cease, if boys would early study the branch of natural history which describes this most interesting order of animated nature. The more we learn of their curious ways, the less vicious and less rapacious they seem to us in our gardens or orchards ; indeed, we learn

to forgive their efforts to subsist, and are willing to accord to them all a place as important members of that vast creation whose substance was a part of the plan of creation. It is a niggardly act, when we have plenty, to destroy birds, any of which will secure to us more fruit in a season than they individually destroy. It is a mistaken idea that we should kill and destroy indiscriminately birds which are mostly insect-devouring in their habits. I really pity the man or boy who can deliberately shoot robins, for they daily devour large quantities of insects, to say nothing of the pleasure of their presence during the season of their abode among us. How enjoyable are their songs! How beautiful are they in plumage! And since they were not created without an object, can we not allow them a few cherries out of our abundance, for the enjoyment they bring, and the examples they give of patience and endurance in rearing and protecting their young? What an enjoyable scene is presented in a June morning, when the birds are engaged in repairing and building their nests, carrying in haste horse hair, bits of thread, feathers, or material for frame-work, as well as material for the insides of nests. Here are so many examples of industry—so many evidences of intuitive knowledge of mechanism, which dignified man has not power to imitate.

Birds occupy an important place in creation, and so much interest attaches to them on account of diversity of plumage and habits, that volumes have been written in description of them. They are our constant companions in the temperate zone, more so in summer than in winter, and are esteemed all the more as we become better acquainted with their habits and modes of life. Much of the prejudice existing against certain of the winged tribes, regarding depredations, is founded upon hearsay, of persons totally ignorant of their lives and their range of food. The Blue-jay (*Corvus glandarius*) more particularly refers to the English jay, while the crested jay (*Corvus crestatus*) is the American Blue-jay, which tarries with us during winter, and is an interesting bird when thoroughly understood. It has often been amusing to read the reports on Ornithology in the meetings of the State Horticultural Societies, as bearing upon the bird in question. The jay is called, in late report, "a tyrannical, cowardly, boastful, mean, thievish, deceitful bird, who feeds upon the orchard caterpillar and Colorado beetle." It would seem from this description that such another bird rarely exists; but there are two compensatory allowances that go to offset against the vile counts of indictment against the character of the bird. The jay does feed largely upon the larvæ and eggs of insects, *but nary a potato bug*—nor does any other bird feed upon such diabolical food. The fowls of the air have too wide a range to condescend to eat the poison beetle, that feeds upon the potato vine: for all insects are highly poisonous that feed upon the potato leaf or any of its congeners. Nor does the

blue-jay destroy fruit largely. During drought and hot weather this bird, and many other birds, may peck succulent fruits for their juices, in the absence of water; but if they are furnished largely of water, the habits of thieving they are charged with fall to the ground. All of those birds which remain with us during the winter should be carefully fed. Upon the premises of the writer are large numbers of jays, which breed largely in the garden, or near by, every season, and in a wide range of fruits they have never been detected in stealing or in any other moral delinquency. They are carefully watered and fed the year round, and their tameness has become noteworthy. One poor fellow comes daily for food who has been unlucky during the winter and lost a foot. We take special pains daily to feed them for their presence and companionship during the summer. It is marvellous to see how many birds come habitually for drink during the summer months. The Baltimore Oriole (*Yphantus Baltimore*) is a frequent visitant for water at the bucket stationed under a tree near the house. This is a beautiful showy bird of splendid song notes, as well as of plumage, black and orange, named for Lord Baltimore, for his heraldic colors were black and orange. This bird is called the Golden Robin, Fire-bird and Hanging-bird, for it constructs a hanging nest. This bird feeds upon insects, and is a favorite with orchardists. The Oriole has two congeners, or cousins, the orchard Oriole or Bob-o-link, which is also a pensile bird, and is a favorite with fruit growers. The other is the Crested Cassique, or Crested Oriole (*Cacicus crestatus*), and constructs its nests as do the other varieties. These are all of the Oriole family that come to summer with us and spend the gay and festive portion of the year in our midst in dispensing songs and joyous carols. They are "birds of passage," and when autumn arrives they betake themselves in flocks, and in families, to the rice fields of the sunny south. We look for their return each spring, and would almost feel lonesome without their presence. The Cat-bird (*Turdus feli vox*) cat voiced, is also a summer visitant, and takes up its residence in our gardens, where it shyly and modestly attends to rearing its young, which, when large enough, they all hie away to a more genial clime, under southern skies.

The Robin (*Turdus migratorius*) is a very common bird in North America, or anywhere in the temperate zone. Its food is taken from a wide-range. It is insect devouring—as much so as any bird common to our climate, and yet, when insects are not plenty, the Robin will resort to fruit for its food. But while redbreast is guilty of taking a few cherries, berries, and perhaps grapes, it is wonderful how many insects fall a prey to its insect-loving appetite. When the locusts (*Cicada* more properly) were here, it fed almost exclusively upon them while they lasted. The Robin is here a "bird of passage," but in the vicinity of

Rochester, N. Y., it tarries during the winter, and feeds upon the berry of the Mountain-ash, where they exist in nurseries and upon lawns, in great abundance. The Robin, by some horticulturists, is thought to be a very wicked bird, so thievishly inclined that it ought not to be tolerated. Yet "Robin dear" pays its way, for the insects devoured would destroy more fruit than all the robins that congregate about our gardens. They are cheerful, patient and industrious, build their own nests with care, and protect their young by faithful and affectionate attachment. Their carols more than pay for their moral delinquencies—if eating what Nature has provided for them is crime. I have long since voted them the freedom of my grounds, and here they feed at home, and find protection from the poacher, or any other enemy.

The Blue-bird (*Siala sialis*) is one of our always welcome visitants, "when the winter of our discontent has passed away." This bird has somehow become to me a type of modesty, from its reticent habits. Even in the early warm days of March we recognize its annual return, and when the fierce relentless storms of that angry month suddenly break upon us, we pity this modest little bird and scatter crumbs that its heart may be cheered until the sunny months give food and sunshine for all these winged wanders across our way. This is almost entirely an insect-devouring bird, and ought to be protected, to make war upon the moths, larvæ, and caterpillars that infest our orchards, in such large numbers.

The House-Wren (*Troglodytes aedon*) of North America, is also a bird of passage, that returns to us a little later than the robin or the blue-bird. From its curious ways and peculiar habits, the wren is a welcome visitant. But one pair usually come to a single dwelling. Their name implies *cave-dwellers*; they receive this name from their English cousin (*Troglodytes vulgaris*), who are genuine *cave-dwellers*, nestling in holes in the earth and in deep niches of the rocks. Ours is the superior bird, for it delights in the companionship of man. When we recognize their return in the spring, we should select a cozy little box, and attach it to a corridor, high enough to be out of the reach of intruders, when they will soon construct therein a snug little home—all the world to them. There is hardly another bird that has attracted so much attention from naturalists as the wren. They become almost unconsolable, if either is destroyed. Wilson, the naturalist, relates, at great length, a touching anecdote of a pair which had been enticed into house-keeping near a window in a corridor. A cat, by cunning stealth, had caught the female, who had already produced two eggs in the nest. The male missed his mate, and set up a vociferous singing to call her back. After repeated attempts his notes grew doleful, and his wrenship only became consoled when he had found another to take the place of the lost one. On being introduced into the domicile of the late Mrs. Wren, the two

eggs were tumbled out, and the nest very materially changed to suit the new comer, when housekeeping went on as before. The wren is a migratory bird, and if we arrange a box for them, they are sure to tarry with us until frosty nights, when they, in families, depart for a warmer clime.

The Song Thrush (*Turdus musicus*) builds its nest in low localities, mostly of mud, with a lining of fine grass. This bird is not so fond of our companionship as many other American birds. It is insect-devouring, and also feeds upon seeds and small grains. It belongs to the same natural family of birds that the Fairy Martin (*Grallina Australis*) does, who build an oven-shaped nest of mud. The latter bird is found principally in Australia, while its congener, the Song Thrush, is a native of North America. It is also a migratory bird. We are not so familiarly acquainted with this bird, for it shuns somewhat our society. This is not a very common bird, still it exists here. In looking over, briefly, the list of birds thus far, if we take a benevolent view of their offices in this world of ours, in their relationship with that vast system of animated nature which was created for our special benefit, we can but exclaim with the poet, Bryan Walter Proctor:

"Come all ye feathery people of mid air,  
 Who sleep 'midst rocks, or on the mountain summits  
 Lie down with the wild winds; and ye who build  
 Your homes amidst green leaves by grottoes cool;  
 And ye who on the flat sands hoard your eggs  
 For suns to ripen; Come! O phoenix rare!  
 If death hath spared, or philosophic search  
 Permit thee still to own thy haunted nest,  
 Perfect Arabian—lonely nightingale!  
 Dusk creature, who art silent all day long,  
 But when pale eve unseals thy clear throat, loosest  
 Thy twilight music on the dreaming boughs  
 Until they waken;—and thou, cuckoo-bird,  
 Who art the ghost of sound, having no shape,  
 Material, but doest wander far and near,  
 Like untouched echo whom the woods deny  
 Sight of her love—come all to my slow charm!  
 Come, thou sky-climbing bird, waker of morn,  
 Who springest like a thought unto the sun,  
 And from its golden floods dost gather wealth  
 (Epithalamium and Pindaric sons)  
 And with it enrich our ears: come all to me,  
 Beneath the chamber where my lady lies,  
 And, in your caroling anthems, whisper—love!"

The Mocking Bird (*Mimus polyglottus*), many-tongued mimic. This bird is more particularly a bird of Southern proclivities, but yet it ventures into the southern portions of the Northern States on its summer tours. Its strange powers of mimicry, its habits and its peculiarities, render it a bird worthy of study from its wonderful versatility of bird language. It will take up the song of the canary, the clucking of the hen, the chatter of the wren, the cawing of the crow, or the squeak of a



wheelbarrow, with equal facility and certainty of success. It is a painstaking nest-builder, evincing a knowledge of nest-building equal to the best specimens of bird-architecture. When a resident of the deep forest shades, it constructs its nest in the wildest and most inaccessible nook in the forest, where it may not be found. A thornbush amidst a maze of thorns is always sought as most likely to baffle the approach of intruders, of whatever sort they may be. It also chooses the cedar for its nest on account of the mass of dark foliage which furnishes the best covert for concealment, when the nest can scarcely be found by any one who may be searching for it. But these birds, partaking of the spirit of progress, gather about our dwellings, where, if protected, they construct their nests in trees near our houses without any effort at concealment, choosing the companionship of man, it may be, because they feel safer from intrusion. The bird, however, is courageous, and in defense of its home and birdlings, it manifests a heroism worthy of imitation. If its nest is invaded by cats, or reptiles, or rapacious birds, it fights with a determination which usually ends in the defeat of the intruder. Black snakes are exceedingly fond of bird's eggs, and in some localities this thief attempts to rob its nest, and is generally put to flight and sometimes killed by the incessant peckings of its sharp bill upon his snakeship's head—the most vulnerable point about this vile reptile. The mocking-bird is wholly an insect-devouring bird, and should always be encouraged to nest about gardens where fruit is cultivated, as its food is taken from a wide range of insects destructive alike to fruit and fruit trees. It is a favorite, and has given inspiration to the poet in the inditing of songs and choruses, that are sung by the young with instrumental accompaniments," "I'm dreaming now of Hallie."

Nut-hatch (*Sitta carolinensis*), nut-breaker, nut-jabber, are the synonyms by which this bird is known. The bird is about six inches long, and alights upon the branches of trees with its head downwards, in which position it sleeps. It feeds upon caterpillars, beetles and various kinds of insects, as well as upon nuts. It plucks the nut about to be eaten, puts it into a crevice or chink, perforates the shell, and removes the kernel in a very ingenious manner. It inhabits warm as well as cold climates. When its home is invaded, it sets up a terrible hissing like a snake, and as all birds are terrified as well as minor animals at the serpent's hiss, this little bird protects its young by this remarkable gift, no doubt.

The Cow Bird (*Neelothus pecoris*) is a North American bird of singular and unique habits. It is a migratory bird, spending its winters in the South and its summers in the North. It belongs to the blackbird family, but is unlike the members of that genera. It is an indolent bird, too lazy to build its own nest; drops its eggs into the nests of other birds,

where they are hatched and reared, thus abandoning its progeny to the care of other birds—to the mercy of strangers. The bird is about seven inches in length, with a dark violet breast; head and neck a silky drab.

The Woodpecker (*Picus*) is a bird of the temperate zone. There are numerous species of this family—the red-head, the drab-colored, known in common parlance as the high-hold, and the small speckled one, and another variety known as sap-suckers. Their peculiarities are a strong bill, sharp claws and a barbed tongue, which they thrust into grubs and beetles, and draw them out of their burrows in trees and swallow them. Some horticulturists say the woodpecker is a great thief, “for he has often been seen with berries in his bill.” This may all be so, but nature has endowed this bird with facilities for obtaining insects mostly for its food, constituting the bird almost exclusively an insect-eater. It is not a song bird. The bird spends no time in carols, for it is practical and means business. Its life is one of patient industry, devoted to gaining a livelihood exclusively for itself and birdlings. The bird, by its construction and habits, lives upon what other birds cannot obtain. In the difference of anatomical construction of birds lies their vast usefulness to the tillers of the soil. This is a law running through all the strangely diversified ranks of animated nature. One class of birds is adapted to destroy one class of noxious insects; another class of birds another class of insects—all destructive to the products of the soil. When we can see plainly the good offices performed by the winged tribe, we shall see less of their shortcomings, and know more of their benefits to the husbandman, the gardener and the fruit-grower.

Among the most common birds of our continent, in the temperate and torrid zones, is the Sparrow Hawk (*Accipitrineæ*), a bird from 11 to 12 inches in length, agile of wing, and withal harmless, in its selection of food. It has been said that it was destructive to poultry, but a thorough knowledge of its habits acquits the bird of this accusation. Its food is mice and other small animals, which it watches from the branch of a dry tree, a stump, or a stub, day by day, with a persistence, and with patience worthy of imitation. It belongs to a family of birds altogether numerous and interesting to the lover of natural history.

One of the finest singing-birds of North America, as well as one of the most innocent, is the Sky-lark (*Alauda arvensis*), peculiarly a bird of the fields and meadows, which is always associated with balmy breezes, and the flowers of spring. The lark is a migratory bird, and we count upon its return each season for its cheerful song, and would be dreary if it failed to greet us when all nature is being clothed in loveliest attire. It nests upon the ground, usually in meadow lands, and cares for its young with the greatest affection, protecting them from intruders, from bad boys, who, could they be induced to cultivate a knowledge of birds, would learn to love and protect them for their companionship, and

cease to rob them, and would loathe those who indiscriminately destroy them or their young. This bird is granivorous, feeding upon seeds and grain, and has a very characteristic feature of the feet in a long hind claw, a strong bill, and a tuft of feathers on the top of the head, which may be erected into a crest.

A spring morning, with all the attractive loveliness that balmy breezes and the odor of myriads of flowers can lend to make it enchanting, would be incomplete, without the presence of the lark, piping her cheering song.

So graphically and so beautifully appropriate is the poem by Percy Bysshe Shelley, indited to the Sky-lark, I cannot refrain from inserting a few of the twenty stanzas, the poet's ideal of this noble specimen of the winged tribes :

Hail to thee, blithe spirit !  
Bird thou never wert,  
That from heaven, or near it,  
Pourest thy full heart  
In profuse strains of unpremeditated art.

Higher still and higher  
From the earth thou springest  
Like a cloud of fire ;  
The blue deep thou wingest ;  
And singing still doth soar, and soaring, ever singest.

In the golden lightning  
Of the sunken sun,  
O'er which clouds are brightening,  
Thou dost float and run  
Like an unbodied joy whose race is just begun.

The pale purple even  
Melts around thy flight ;  
Like a star of heaven,  
In the broad day light  
Thou art unseen, but I hear thy shrill delight.

The Cuckoo (*Cuculus Americanus*) is also a migratory bird. Leaving its Southern winter home, it arrives in the Middle States in April, and spreads over the Northern States as far as the Lakes, where it nests and rears its young, and starts back again in September ; before cold weather sets in it reaches the milder regions of the South, where it winters. This bird in Virginia is known by the singular appellation of rain-crow, on account of its being more noisy before the coming of rain. The song notes give it the name by which it is known—*cuck-oo cuck-oo*. It is also called in some sections of the country the cow-bird, from the two song notes. It is wholly insectivorous—feeding upon insects only.

The Cross-Bill (*Curvirostra leucoptera*) is another bird, belonging to a large family, a North American bird with many English cousins. It is related to the Bulfinch and Linnet family, and hence can boast of aris-

ocratic blood. The white-winged cross-bill of our country feeds upon the seeds of the fir, and hence the peculiar mechanism of the bill enables it to pry open the shell of nuts. It is about six inches long, body of a dull red color, the wings and tail dark, blackish-brown, and white barred—hence its name.

The King-bird (*Tyrannus carolinensis*), the tyrant-bird, fly-catcher, bee-bird, inhabits all of North America east of the Rocky Mountains. The king-bird is noisy and tyrannical; without wholesome fear even of superiors; making war upon even the eagle. It is fearless and bold, and so sprightly of wing that it manages to thwart its pursuers, and escapes punishment in return for its audacity. It lurks about apiaries, picking up stray bees for its daily sustenance; it also feeds upon flies and other insects. This bird has redeeming traits—which even knaves may have. It is rather a fine looking bird, and punishes all birds indiscriminately, some of which make too free with our poultry and fruit. It occupies, like all other birds, its appropriate place in creation, spending its brief existence in using its powers and instincts agreeable to those laws which govern every shade and variety of animated nature. The striking peculiarities of birds, as was first mentioned in this series of articles, has been one of the leading marks of distinction, which has added materially in their classification by Naturalists.

The Nightingale (*Luscinia philomela*), although described by Naturalists as a European bird, exists in our country. It is probably the shyest of the bird creation, inhabiting only unfrequented and inaccessible nooks. It has a peculiar way of constructing its nest, neither in trees, nor upon the ground. It seeks a place in a thicket, where, if possible, it elevates its nest, some distance above the ground, not architectural in pretensions as applied to careful nest-builders of other species, but carelessly arranged, that it may be more inconspicuous, and for this reason less liable to be found. This nest is built of straws, sticks and dried leaves "jumbled together," with such "artless art," as Mr. Wood says, "that when a nest is seen its real nature often escapes the discoverer." The eggs are equally inconspicuous, being of a dark olive-brown—another means vouchsafed by nature for their better concealment.

Poor John Keats, like Edward Young, a brother poet, was always musing upon the dark side of everything—the night side of nature. His span of life was but brief, for he early became a victim of consumption, hastened, it is said, by merciless reviews of his earlier productions. It is one of the offices of the poet to give words to the deep yet unspoken poetry of the soul. How well did Keats give "winged words" to his poetry—which will endure forever, for he dipped his imaginative and gifted pen in fadeless ink of immortal color, that time cannot blanch. His poems are tinged and shaded by that sombre shadow that ever hung

over his pathway, and so emphatic in the direction of his gifted but gloomy mind, is his "Ode to the Nightingale," so characteristic of the subject and of the poet, I will quote two verses, illustrating, in a measure, the bird described—the topic in hand:

"Thou wast not born for death, immortal bird!  
 No hungry generations tread thee down;  
 The voice I heard this passing night was heard  
 In ancient days by Emperor and clown;  
 Perhaps the self-same song that found a path  
 Through the sad heart of Ruth, when, sick from home,  
 She stood in tears amid the alien corn;  
 The same that oftentimes hath  
 Charmed magic casements, opening on the foam  
 Of perilous seas, in faery lands forlorn.

"Forlorn! the very word is like a bell  
 To toll me back from thee to my sole self!  
 Adieu! the fancy cannot cheat so well  
 As she is famed to do, deceiving elf.  
 Adieu! adieu! thy plaintive anthem falls  
 Past the near meadows, over the hill-stream,  
 Up the hill-side; and now 'tis buried deep  
 In the next valley's glades;  
 Was it a vision or a waking dream?  
 Fled is that music:—do I wake or sleep?"

Among the feathered tribes there is no more showy bird than the Kingfisher (*Eryle halcyon*) and none more harmless or inoffensive, as its food is nearly or quite all taken from the finny tribes of water courses. It is not a finical dandified bird, like many other fine plumaged birds, but is arrayed in a rich sober blue—a bird of compact build—of strength and power—and is patient in the pursuit of its allotted labors. This bird has many cousins, all having peculiarities in common, and was known and described by the ancients. They called it the Halcyon, a generic name which still clings to it. Linnæus describes several species—the *Alcedo tridactyl* and the *Daceolo*, or Laughing Kingfisher of New Holland. It is singular, but nevertheless true, that from this bird, and its habits, there has come down to us a proverb—"halcyon days," which now more particularly apply to youth and school days, "days of peace and tranquillity." The origin of this term was in this wise: The term "halcyon days," as designated by the ancients, are the seven days that precede and follow the winter solstice, the time which the Kingfisher selects for incubation, on account of the calmness and tranquillity of the bays and the arms of the sea where the nests of the bird are built upon the shores—hence the proverb "halcyon days," or days of peace and tranquillity. Ovid refers to this bird in a beautiful couplet, showing that it was held in great veneration by the ancients. The kingfisher is a migratory bird, returning to the north about the time the swallow makes its appearance.

The Butcher Bird (*Collyris borealis*) is also one of the birds peculiar to North America. It is a genus of birds belonging to the Shrike family, and hence is called by naturalists the great Northern Shrike, as described by M. Jardine. It subsists upon living prey, and when it has on hand an excess of food impales its victims, birds, mice or lizards, upon thorns or sharp twigs, where they remain until needed. It is said to be endowed with the power of mimicry, imitating birds in distress—which faculty is used to decoy victims. This bird is about nine inches long, in color light-blue ash, and under parts white. Prof. Samuel Lockwood, says: "This audacious and cruel bird has invaded those northern cities where the English sparrows have been introduced, and is murderously destroying these quiet inoffensive pets which have been introduced into our country from European cities. This villainous bird probably only attacks the feeblest birds, those least capable of defense, and subsists upon them as choice morsels. The fellow has not one good quality, except as it seizes vermin—but is a thief, robber and murderer."

We will introduce the reader to a genuine cosmopolitan bird, "inhabitant of the world," in every sense of the term, for it is found over the entire globe, and may be said on this account to be a representative bird. His name is Kite (*Melvus Mississipiensis*) and full grown is thirty-two inches long. The Kite belongs to the genus *Falconidæ*. It is a beautiful bird, sprightly of wing, and cuts the air so gracefully as to appear almost aerial itself. Naturalists have found it in every grand division of the globe, Europe, Asia, Africa, America and in the Islands of the sea. Its plumage is dark brown, mixed with fulvous, dull yellow, grey and brown, the color of Falcon tribe generally.

The Linnet (*Fringillidæ*) is a song bird, probably quite nearly relative to the Goldfinch of Europe, inhabiting the northern portions of North America. The great French Naturalist, Audubon, had a strange love for this bird, which he says "is very affectionate in disposition, caring for its young, feeding and watching over them, with the utmost tenderness." It lives in many portions of the globe, and upon the sea-coast they gather in immense flocks.

One of our common visitants, of the migratory birds, is the Purple Martin (*Progne purpurea*) the largest of the swallow tribe. The swallows are all interesting birds—and with the agriculturist, horticulturist, and all who cultivate the soil, for its varied products, these birds are especial pets, for they subsist only upon insects. The martin usually leaves its winter home in the south in April, and arrives here early in May, and departs in September. The plumage of this bird is bright and glossy, having a lustre far richer than brocade or velvet, color pur.

plish-blue, and brownish-black. Their presence is agreeable, and if we elevate a box upon a high pole, we can soon get upon the best of terms with them. They will inhabit the martin box in preference to any other accidental refuge they may be able to select. Audobon used to prepare houses for many pairs, and used to point them out as privileged "pilgrims," who came to his residence on the Hudson river, in large numbers on each return of spring. The great man left behind him many examples of kindness towards the "songsters of the wood" that may be pleasantly as well as profitably imitated.

The American Quail (*Ortyx Virginianus*) is one of the most interesting birds in the catalogue of birds inhabiting North America. It is graniferous—seed and grain devouring—and it is claimed by naturalists to be insectivorous also. This latter feature is as true of the quail as of the hen, undoubtedly, for no bird devours more insects, that subsists upon mixed food. In New England, New York and in some of the Middle and Northwestern States, this bird receives the name of quail, while in Pennsylvania and in the south it is called partridge. The California Quail (*Ortyx pictus*) is almost identical with the bird described, except it has a crest, composed of a few feathers. The quail is a fine game bird, and is under the special protection of the law in this State. If it was more shy, it would escape the snares of the fowler, and increase more largely in numbers, from year to year.

We have a very likely and withal a very modest bird, the Night Hawk (*Chordciles papetue*), an American bird, to the manor born, which is found generally over our entire country. We are all familiar with that peculiar half-booming noise, when, high up on the wing, it plunges down, emitting the sound until an upward shoot is again taken. The night hawk is thought by many to be identical with the whip-po-wil, but is only allied to that night bird, whose notes greet the ear of the drowsy swain far into the night. The night hawk lays its eggs upon the bare ground or upon rocks. It is altogether a harmless bird, leading a life of seclusion, spending its happiest moments during the night, loving the dark side of nature.

The birds, like all other orders of animated nature, are peculiar in their lives and habits, each having allotted a different sphere in which to move and live, each accomplishing their end of being in a different manner. The Barn Owl (*Strix flamma*) is a striking instance of endowments adapting it for night work, while other genera of day birds are upon their perches asleep. This bird is a native of North America, and is not a bird of passage, lingering about the forests in hollow trees, or barns, where mice, rats and poultry are sought for food. Farmers are not partial towards owls, yet if we could obtain a correct balance sheet of good accomplished in destroying vermin, or of evil done in de-

stroying fowls, it is quite likely the owl would have something left in its favor.

The American Raven (*Corvus carverous*) is a bird so generally known over our country, that no time need be spent in a description of it. There are several species; the variety most common to us is the crow. While the crow has been looked upon as an enemy to the agriculturist, it nevertheless was not created in vain. The crow is a great glutton, and hence is one of those compensating nuisances which more than make up for moral delinquencies, in the capacity of scavenger, devouring large quantities of decaying animal matter, which otherwise would become highly offensive as well as deleterious to health. This genus of birds live to a great age, sometimes to an hundred years, and are susceptible of extensive culture, but as a general thing do not lean very much toward the moral side of what they chance to pick up. They are observing, and it so falls out that vice is much more attractive than virtue in their acquisitions. Dickens had a weakness for ravens. He had one with "good gifts," "but watching some painters one day who were using paint of white lead, while the workmen were at dinner the raven ate up all they had left behind; this youthful indiscretion terminated in death." Dickens owned three ravens in his life time; but two were geniuses—the last one was a dead head.

The Snow Bunting (*Plectrophanes nivalis*) is more particularly an inhabitant of those portions of the earth lying in the arctic and temperate zones. It lives in the arctic regions in summer, and in winter retreats to the United States. It is generally fat, and hence is much esteemed for the table.

The Wood Thrush (*Turdus melodius*) inhabits the whole of North America, from Hudson's bay to Florida. It is a migratory bird, reaching here in May and continuing until autumn. The thrush, as strange as it may seem, belongs to the same natural family as the robin and blue bird.

One of the gayest of these foresters is the Red Start (*Setophaga ruticella*), and it inhabits the United States east of the Missouri river. It is five inches long; general color black; sides of the breast and base of the quills and tail are reddish orange, and the abdomen white. We are accustomed to call objects pretty, but this is one of the handsomest as well as one of the most sprightly birds in America. It is a busy body, not in others' business but in its own, in search of insects, of which it is a great devourer.

This brings to a close the few brief descriptions of the birds most common in North America, and with which the agriculturist and horticulturist are most familiar. Most of those named in the preceding pages should receive only the kindest treatment at our hands. That



there are vicious birds, as well as vicious animals, that have no claims upon us for fostering care, is attested by a careful study of the two fields of natural history. But one thing is certain, however, that a want or lack of knowledge of many of the members of the great and diversified families of animated nature, leads us to many wrong conclusions regarding their good or bad relations to the tillers of the soil. The study of natural history dispels those vague notions we may have regarding birds, and directly brings us into friendly or unfriendly relations with these constant companions of ours—from childhood to old age, from the cradle to the grave. It is an enjoyable pastime to study their curious ways, and certainly most agreeable to have them about our dwellings or grounds. It is not only agreeable but health-giving to snatch occasional respite from business and cares consequent upon close application in any calling, and commune a while with nature in some of her most attractive departments.

#### PECULIARITIES IN THE STRUCTURE OF BIRDS.

Birds (*Aves*) are distinguished by certain marked peculiarities from all other vertebrate animals. Their anatomical construction enables them to occupy, in the main, the ambient air to which all other animals, by their organization, cannot attain. Wonderful mechanism of bodily arrangement, vast and comprehensive intelligence, are everywhere conspicuous in contemplating the denizens of the air, the songster of the forest. In the pointed bill, the gradually enlarging head and neck, we behold a ready means of penetrating the yielding air, the fine turned and prow-like breast, flexible and indispensable rudder, tail, the balanced and buoyant wings, the feathery investment of body, all permeated with air-cells, the hollow bones also, and the air chambers and air sacks through the organization, all communicating with the air, in which the *airling* floats, giving lightness to the structure as well as strength and tenacity, by a wise arrangement of parts, all bearing relation not only to each other, but to the surrounding medium in which the creature is to fly, a part of it itself floating in its own element, in aerial grandeur; how could these beautiful arrangements, with these nice adaptations, with such admirable relationships, be the work of chance? A lecture might be employed to describe a feather, for every one is a mechanical wonder. If we look at a quill, we find an assemblage of properties not easily brought together—strength, lightness as well as beauty. Could we pursue the subject at length, we could show that in the vast range of bird life, no two varieties are in each others way, for every new species is endowed with some power or quality different from the other, by difference of bills, of tongues and of feet, to gain a livelihood. Were this otherwise, large numbers of this interest-

ing family would perish for want of food. But the Great Architect so framed the world and every living creature, from monad to elephant, that there is room for all, for all to live from diversity of habits, from being created with different appliances, whereby subsistence is obtained.

"Parent of good, thy bounteous hand  
Incessant blessings down distilla,  
And all in air, or sea, or land,  
With plenteous food and gladness fills."

# SCIENCE—ITS APPLICABILITY TO AGRICULTURE.

AN ADDRESS

BEFORE THE NATIONAL AGRICULTURAL CONGRESS, IN ST. LOUIS, MAY, 1872.

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By M. F. MAURY, LL. D.

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Last October, before the Agricultural and Mechanical Society of Rock-bridge county, Virginia, and of Shelby county, Tennessee, I explained the objects of an international conference to be held among the leading agriculturists and meteorologists of different countries. I pointed out several of the many vast benefits likely to flow from earnest co operation between those engaged in these two branches—the one of industry, the other of science—and showed that progress and improvement here (more than elsewhere) touch the prosperity of nations and the welfare of the whole human family. As an argument in favor of that object, I refer to that address.

## PREDICTING THE SEASONS.

“Man is by nature a meteorologist;” and what are his crops but the resultants of meteorological laws and influences that have acted upon them during their growth? Now, seeing the great increase of knowledge gained within the last eighteen or twenty years as to the working of the atmospherical machinery of our planet, and of the agents that control the weather; and bearing in mind that this increase is in no small degree due to the impulse which the maritime conference at Brussels gave to meteorological research, who shall say that the coming meteorologist may not, under this system, be enabled to forecast the weather and the seasons for the farmer as well as the storm and tempest for the mariner?

Only conceive the means and facilities and appliances this plan will afford him. He will have co-operators on the land as well as on the sea, all observing, at fixed hours, with standard instruments, after the same method, each one reporting his observations for discussion to the principal office in his own country, and each principal office communicating by telegraph to all the others, the results obtained, and each government disseminating them over its own domains, by telegraph, press and mail.

### TOO BIG FOR ANY NATION TO UNDERTAKE ALONE.

Gentlemen, this is a vast subject; it is world-wide in its bearings. It is the grandest scheme, for it opens the widest field for physical research and the encouragement of industry, that philosophers have ever been invited to enter. No nation can occupy it alone, or gather with its own laborers a tithe of the harvest that is there waiting for the sickle, and looking as invitingly to the philosopher as fields of yellow corn ever did to the reaper.

### THOSE THAT ARE ALREADY IN A CONDITION TO CO-OPERATE.

Japan, India, China and Turkey, with all the States of Christendom, have already within their borders the steamboat, the railway, and the telegraph. Nearly all of them have also their system of meteorological observations and crop reports—this is the very machinery that this proposition requires. We now want to gear it together; and to do that, it is only necessary for the general government to step forward with its friendly offices, issue its invitations, and prevail upon other nations to unite with this country, and assist in carrying the plan into effect.

An immense corps of observers is already at work in this field, both ashore and afloat, and to bring them into co-operation and utilize their labors, all that is necessary is not money, but simply an appeal from the right quarter, asking them to unite with us in such plan as may be agreed upon in common council. The results are to be beneficial alike to all.

### THE ATMOSPHERICAL MACHINERY—HOW KEPT IN MOTION.

Did it ever occur to you to think of the atmosphere as a great ocean, that covers sea and land to the depths of many miles? That we creep and crawl along at the bottom of this ocean, where reside all those agents whose operations and effects upon the weather and the crops, upon man and his industries, it is the object of this plan to trace?

Now, to trace these operations, and to comprehend the workings of such a grand machine as the atmospherical ocean is, we must have persons here and there, and everywhere—on land and sea—observing and watching, all in the same way, its movements, behavior and phenomena. The ships of commerce, and of war, that, under various flags, are constantly afloat, afford, without any additional cost whatever, all the observers that the plan requires for the sea.

All knowledge is profitable; but practically, how vastly more important to the every-day affairs of life, and especially to agriculture, is a knowledge of what is going on, in a physical way, at the bottom of our aerial ocean, than what is going on at the bottom of the aqueous. Still, I can state a fact which should stir you up to action, and that it

may do so, I call attention, with pride and for glorification, to a spectacle that may now be witnessed on the other side of the Atlantic: There the greatest maritime power the world ever saw is in homage to science—turning her men-of-war into floating observatories. She is now fitting out a superb frigate for a four years' cruise around the world. This ship is to have on board, as part of her complement, some of the most famous men of science in England. The main object of this expedition is to increase our knowledge concerning the "physical geography of the sea," and to find out what is going on at the bottom of the *deep* sea. As praiseworthy as this is, and noble too, how it dwindles, as to importance, in comparison with this proposition to investigate the bottom of the *high* atmosphere. Consider only a moment the nature of the problem I am propounding, first in its meteorological aspects, and by the light of these facts, viz:

(1.) Every movement that takes place in the atmosphere, from the zephyr to the tornado, is traceable to the sun. He it is that pumps up from the sea the water for your mighty Mississippi river, transports it through the air, and showers it down upon your glad hills and smiling valleys. (2.) The quantity of heat annually dispensed by him to the earth is a constant. (3.) The dimensions of the ocean are permanent. (4.) The volume of water annually taken up from it as vapor and let down again as rain, hail, snow, and dew is also a constant. (5.) But the quantity of it that is dispensed to you, year by year, is variable. Now, when we come to discover—as this system of research will surely enable us to do—in what parts of the world this precipitation is going on in excess, and in what parts in deficiency, who shall say that we may not be able to forecast the seasons, and to tell the farmer in time for him to profit by the information, when we expect a drouth, when a wet season; whether the next winter is to be mild or severe; whether it is to be such as to favor abundant harvests or short crops?

#### OTHER INDUSTRIES ALSO CONCERNED IN THE PLAN.

Then consider the problem in some other of its industrial and agricultural aspects. I say *industrial* as well as agricultural, for I know of no occupation, whether it be in the field, in the forest, or the factory, whether it be with tillage or pasturage, in the mine, the mill, or on the sea, that does not depend, in a greater or less degree, for its prosperity upon the seasons and the weather, and in such a manner that foreknowledge would, many a time, prevent losses and oftentimes make gains.

Of what *practical* use is it, let me ask you, to know that your neighbor's crops are flourishing, or that there is a short harvest in one of the adjoining States? The price of grain in the great food markets of the country—as this city, Chicago and New York—is not regulated by the

wheat harvest only in Ohio or Pennsylvania. It is rather regulated by the price of grain in England, which in turn is regulated by the harvest-yield in all countries whence England and Europe derive their food supplies. Now, this plan aims by simple and inexpensive means to keep every farmer in the land posted up with the promise as well as the yield of the crops in all countries, in the basin of the Black Sea as well as in the valley of the Mississippi.

#### ADVANTAGES TO BE GAINED.

To show the advantages of such knowledge is like attempting to prove a self-evident proposition. But that you may be able to appreciate them, at least in part, let us look into the past a little way, and see what the farmer has gained as he has ranged up alongside of the merchant, in knowledge, even as to prices alone.

Many here present can remember (for it was only about fifty years ago) when their way to market was in "broad horns" and keel boats down the Mississippi to New Orleans, and how, when they shipped their crop to market, they had no idea as to the price they were to get for it. After that the steamboat came, and then when the farmer shipped his crop, though he did not have so much more light as to price, he was not quite so much in the dark, for when a rise took place in New Orleans he could be in the market there in the course of a week or ten days, instead of after a lapse of a month or two. That knowledge was felt to be a great gain. They can also remember well when there were neither railway, steamship, nor telegraph, and when communication with the "Old World" was by sailing packets, with an average passage of thirty-two days from Liverpool; and they remember, also, when a rise there in one of our staples took place, how agents and couriers—riding day and night, and outstripping the mails—used to come among them, concealing all knowledge of the rise, and buying sometimes even at half-price, when, if you had been on a footing with the merchants as to knowledge, you would have got double money for your corn.

The last achievement I have heard of in this way, was a few years ago. It was based on the fall of Richmond. There was then a telegraph to Nova Scotia, but none thence across the Atlantic. A party in New York chartered, in anticipation of that disaster, a swift steamer, and quietly sent her with private letters and dispatches to Halifax, where she was to keep up steam, night and day, and await orders. Finally, Richmond fell, and thereupon the word "go" flashed through the wires to Halifax, and off went the swift-footed steamer. She was ahead of all others, and upon that word "go" the party is said to have realized millions of dollars, and all because one party knew more about the articles dealt in than the other.

#### WHAT STEAM AND THE TELEGRAPH HAVE ALREADY DONE.

Though steam and the telegraph have done much for the producer, by placing him more nearly on a footing with the buyers in knowledge as to supply, and by shielding him from the speculator, they have left much yet to be done in order to place him and the merchant on the same platform. The English merchant especially, from the commanding situation in which the commercial eminence of his country has placed him, is in a position to learn and to know, far more accurately than any farmer can estimate, the crop prospects for every agricultural staple that comes to the realm in search of a market. His correspondents in this country—but not the farmers—are, when necessary, posted up by daily telegrams with this information. And in whose interests is it used? Is it in the interest of the producer and the seller, or of the buyer and the merchant? Clearly not in your interest. This system will keep you all posted up much better than any merchant now is.

#### WHAT THE INTERNATIONAL CONFERENCE WILL DO.

Only give us this conference and this plan. It will make the source of information for the farmer the same that it is for the merchant, and make even the farmer who is living in the log cabin of the far west just as well acquainted as are the brokers on the corn exchange in London, with the promise, yield, and prices in all countries which compete with him in the market. This information will be full, fair, and impartial, and not in the interest of the buyer more than the seller, and will be far more reliable and complete than either party now has.

To lift you up from under the heels of the speculator, and to place merchant, producer and consumer, planter and factor, side by side in this knowledge, is surely a noble aim. The results for good and the outflowing benefits are beyond the powers of pounds sterling or golden eagles to express. It will confer a boon upon agriculture not to

#### BE EXCEEDED IN VALUE BY THE CONGRESSIONAL LAND GRANTS.

There is no one who appreciates more highly than I do the advantages of agricultural education, or who, confining his expectations within the limits of reason, anticipates from those magnificent land grants of Congress for agricultural and mechanical schools and colleges greater good to the farming interests than I do. But let that good be whatever it may, it is not to outtop the good that is to flow from this joint system of crop reports and meteorological research.

#### RECEIVED WITH FAVOR.

The progress made with the proposition both in this country and abroad is, so far, very encouraging. In all great moves like this, first

the people and then their government have to be educated up to it. It was not until the middle of October last that this "ball" was put in motion. Then the agricultural and mechanical societies in most parts of the country had held their annual fairs, and adjourned over to next fall. It was too late, therefore, to bring the subject up before them. Nevertheless, it has been received with favor everywhere, both in Europe and in this country, wherever it has been fairly presented and properly understood.

The Scottish Meteorological Society, which itself is most active and which has for its secretary Alexander Buchan—the most eminent meteorologist in Great Britain—has signified its readiness, as soon as we say the word, to move in the matter there, and to put itself in communication with the meteorological and agricultural societies of the realm, with the view, when the invitation comes from Washington, of bringing a pressure (if need be) upon the English government in favor of acceptance.

Commodore Jansen—the foremost man in Holland—is our advocate there.

In Belgium, we have in our favor, with his large influence, the excellent Quetelet, Astronomer Royal of the Kingdom and perpetual secretary of the Academy of Sciences in Brussels. He has taken the lead, and done more than any man living for vegetable climatology, and is therefore eminently qualified to appreciate this move. He was president of the Brussels Conference of 1853, and went with us then in favor of a *pan*-national system of meteorological observations and research for the land as well as the sea. The King of the Belgians and his Minister have had their attention called to the subject. They both express a lively interest in it.

The last mail from France brings encouragement from Marie Davy, the meteorologist and savant. He, with Zurcher and Margolle—themselves, also, men of eminence, and the friends of all true progress in science and industry—are "rolling this ball along" there like good fellows. They are bringing it to notice in proper quarters, and translating the Memphis address for the Agricultural Society of France. *Le Messager de Paris*, an influential journal in that country, comes out most earnestly in support of the plan.

Father Secchi, of the Collegio Romano, one of the greatest physicists of the age, is ready to co-operate with us. I have not heard from him, but I know the man, and can tell exactly where he is to be found in such a cause as this.

Russia, too—she owns one-seventh of all the land in the world. She is renowned for the encouragement which, through her Kuppffer and others, she has bestowed upon meteorological observations and research.



She has her empire already dotted with stations. She, through her enlightened prince, scientist, and statesman, the Grand Duke Constantine, did much to encourage the system of research at sea, as matured in the Brussels Conference of 1853, and such was his interest in the matter, that, at the breaking out of the war in 1861, he made princely offers and invited me to the banks of the Neva, there, as the guest of the nation, to continue those physical researches (which had been so rudely broken up at Washington) at the charge of the empire.

In all good works, no nation is more ready to join than Russia, and I count upon Russia in this.

Portugal, Denmark, England, France, Belgium and Holland, with Sweden and Norway, were all with her at Brussels, in the persons of their men of science. Spain, Austria, Prussia, Italy and the Holy See, the Senate of Bremen, with India, Brazil, and South America joined in as helpers and co-operators. Nor were Turkey and Siam indifferent. And I think, gentlemen, that I may go so far as to say that when you, for and on behalf of the agriculturists of America, are prepared to do your duty in this matter, you will find all these great men, wise statesmen, enlightened princes, and powerful nations at your back.

#### PROGRESS ALREADY MADE.

This congress was among the first in this country to catch at this "ball," and it may, I think, reflect with both pride and satisfaction upon the fact.

The legislatures of a number of States, among them Tennessee, Alabama, Mississippi, Missouri, North Carolina, and Virginia, have passed resolutions instructing their senators and requesting their representatives in Congress to go for the Conference. Two States, not satisfied with instructing their congressmen, have gone farther, and actually adopted the plan (as far as they can) by providing for a system of crop reports within their own borders.

Various agricultural societies have passed resolutions in its favor, or recommended it to Congress.

Last February there was a meeting in Washington of representatives from the agricultural societies and colleges of the whole country. There were present at it delegates from all except two or three States of the Union. I am told they gave the plan their hearty approval.

Since then a Senator, who has been instructed by his State, has had a conversation with the Secretary of State upon the subject, to know whether he would go with us and issue invitations to other powers to meet an agriculturist and a scientist from this country in conference, where the details of the system might be arranged in a manner satis-

factory to all. But the honorable Secretary has not yet been educated up to this point; he threw cold water upon the plan and referred us to Congress.

The Commissioner of Agriculture was also called on. He pointedly refused to have anything to do with the matter, and, as if to let us know how far he is behind the times, stated that he had just ordered the meteorological reports of his bureau to be discontinued.

This plan is not like an untried experiment. The Brussels conference, though it traversed but a part of the field—and by no means the most promising part—has led to results which, besides increase of knowledge, have had the industrial effect of so shortening sea voyages, that, in this alone, there has been a gain annually for the world's commerce of millions—not of dollars—but of pounds sterling.

But, even in this refusal by high officials, we have gained a point, and therefore made progress—for by it we know who “are not for us.” The administration has been treated with consideration, and the Secretary of State with the respect and deference due his high place. He shrugs his shoulders and motions us to Congress, and to Congress let us go; not timidly, but boldly; not in the feeble accents of suppliants, but with the majestic voice and loud tones of yeomen, demanding their rights and insisting to be heard in a just and wise, and a great and good cause.

#### THE INDUSTRIAL INTERESTS APPEALED TO.

The yeomen of the land can do this; for now, for the first time in our history, they find that they can give utterance to their wishes, and speak through their own organs to the law-givers.

This the National Agricultural Congress of the United States is here to enable them to do. Its aim is to represent and advocate the agricultural interest of the land—not by counties, nor by States, nor by sections—but for the whole country. Such being its objects and aims, there is no subject to be brought before it that is more deserving of its attention than this; none whose success will crown it with such honors and renown, and none more worthy of the aid which great and good men delight to bestow upon praiseworthy objects. I appeal, therefore, not only to this congress for their aid as a society, but to its individual members, to help with their influence, to “roll this ball along.” There is work for all; every one can help.

#### WHO IS TO BE BENEFITED.

Before specifying the steps which I would desire the congress to take in this matter, it may help the cause to state that the success of this scheme will benefit all of you more than it will its projectors. I am un-

der the ban of the nation, and can hold no office in it—neither State nor Federal. The moment the government takes hold of it, my connection with it ceases. I cannot share in the honor of helping to organize, or of assisting to carry out. I have no farm, neither do I cultivate a parcel of ground. Therefore, I say, though I advocate this measure so earnestly—devoting to it time that I can ill afford to spare—there is no one in the land who is less to be benefited by its success than I.

Among the steps to be taken I urge this congress :

(1.) To memorialize the Congress of the United States in favor of the measure.

(2.) To issue an address to all the agricultural societies, clubs, and associations of the country, State and county, in furtherance of the plan, inviting their co-operation, and requesting them to memorialize the United States Congress; also, to use their influence with their representatives there in favor of it.

(3.) A resolution directing the appointment of at least one delegate from each State here represented, with the request and authority to petition in the name of this Congress the Governor and Legislature of his State to lend the move their good offices, and to instruct their Senators and request their Representatives in Congress to support it.

(4.) That the agricultural journals and the press of the country be requested, in the name of this association, to give the plan such support in their columns as in their judgment its merits entitles it to receive.

(5.) A resolution requesting the president of this congress to forward a copy of its proceedings in relation to this subject to the various agricultural, meteorological, and other scientific and industrial societies at home and abroad, asking their friendly consideration of the matter, and their co-operation in the move.

(6.) That the members of this congress pledge themselves, on their return to their constituents, to exert each his influence among them, and with his representative in the United States Congress, in pressing this subject for public attention and Congressional action.

#### WHY A CONFERENCE IS REQUIRED.

In urging a pan-national conference to discuss and set on foot a systematic plan of observation and reports, I may not—because such instrumentality is, to my mind, so very indispensable—have satisfied gentlemen as to its necessity. We want to observe the whole atmosphere, and to note the staple crops in all countries. It will not do, therefore, for any one nation to say to all the rest, “Here is my plan; adopt it.”

Each nation is already carrying on its own plan of weather observations, and every one of these plans differ, more or less, from the rest.

We want a conference consisting of wise men from each nation, to harmonize these plans, and to bring them into one.

Almost all the governments of Europe deal more or less with agricultural statistics, but the data as now observed and collected in one country cannot be readily compared with the data of another country, simply because of the difference in the manner and mode of treating them; neither are they always accessible.

The members of the conference, taking counsel together, will be able to see exactly what each government is doing; and now, using the machinery already existing, they may devise a common plan that will involve the least change, the least loss, and the least additional expense, while at the same time it promises the greatest good! Hence the necessity of a conference.

To give a practical illustration of the necessity, the meteorologists may desire to change the present plan of observation, so as to have at least a portion of them to be made synchronously all over the world. For instance, the French may say, let it be established that when the hands of the clock in the Paris observatory point to 12 *Om. 0s.*—at that *instant*, let the meteorological observers in all parts of the world note their *instruments*, and record the state of the weather as it is with them—and so, as often during the twenty-four hours as the conference shall deem it best to have observations made. The English may, with equal propriety, say the same for their capital. The Americans for theirs, and the Japanese and all other people for theirs. That matter must be adjusted as preliminary to any general system. Whether the conference will recommend synchronous observations I do not pretend to say; but I do mean to say that in the further prosecution of our meteorological researches it is very desirable to have—at stated periods, if not for all the year—synchronous observation all over the world, and such as will show us the state of the atmosphere as it is at given moments—not as it *was* at uncertain times.

Then again, in those parts of the world, as in Central Asia, in Africa, and the islands, where native co-operation may not be practicable, and where some one or more of the States in conference may have consuls or agents, or where there may be missionaries or merchants, a plan for securing their co-operation and furnishing them with proper instruments has to be devised, and an understanding come to as to the disposition to be made of their observations, with the view to their final discussion.

It must be remembered that the bearing of the laws of meteorology upon agriculture has never yet formed the subject of any well-directed effort among nations, or even by individuals on a scale sufficiently comprehensive to develop practical results.

Any sailor can tell you what a systematic plan of observation at sea has done for navigation; and how the resulting knowledge as to the winds and currents of the ocean has shortened voyages, brought remote

parts of the world in close proximity, lessened the dangers of the sea, and benefited commerce. But where is the farmer that can tell what meteorology, as a science, has done to agriculture? All he knows concerning the operation of meteorological laws upon his crops is derived chiefly from tradition and his own observations. Small indeed is the mite from systematic research and philosophical deduction that has been vouchsafed to him.

What, then, may we not expect when we come to dot the world with observers, all equipped with standard instruments, watching the weather, noting its signs, all at the same time, after the same plan, with an eye to its bearing, not only upon agriculture, but upon health, disease, malaria, &c., and then sending their observations for discussion to the most eminent philosophers in the various countries of the world?

These and such like subjects must come before the conference for arrangement, and they must be there definitely settled in a manner agreeable to all parties, for without such preliminary settlement the different nations cannot be expected to "pull together."

#### COST.

Each of the co-operating parties will bear the cost only of its own observations and reports. And I suppose this will not be much in addition to their present independent and less efficient plans. Therefore, I can submit no estimate for other countries, nor would I take up your time with them if I could. I would be glad to give them to you for this country, but here I lack the requisite data also. I may repeat what has been already intimated; that with a proper use of the means and appliances already at hand, and such as are to be found in your agricultural bureau in Washington and the meteorological stations and establishments under government control, the additional cost, in proportion to the good to come, will not weigh as a straw in the balance,

But, gentlemen, much or little is not the question so far as this country is concerned—its agricultural interest requires whatever may be necessary for its proper encouragement, and you, the advocates, champions, and representatives of that interest, have on your side, right, justice, and the good of the commonwealth. Stand up, therefore, before the government, in your might, and demand it.

As to the expenses of the gentlemen to attend the conference, that is too small to talk about. Here, again, the Brussels conference is a lamp to our feet. With no other cost than my traveling expenses to Europe and back, nations were drawn into co-operation, plans were arranged, two-thirds of the earth's surface was occupied, and every man-of-war and merchantman that sails upon the high seas was converted into a physical observatory, the master and the mates of each being ready to make observations, day and night, according to a uniform plan, and in all

parts of the navigable ocean. The obvious benefits of that system of research and the moral influence of that conference enlisted this co-operation and made it voluntary. I think there is as much public spirit among farmers as among sailors; and that this plan, rightly managed, would be proportionably inexpensive. But, cost what it may, the agricultural interest of the country is, as I shall show, entitled to the expenditure, and when it gets the annual appropriation required for this measure it will not have received anything like its fair share of public favor, in proportion to the encouragement given by the government to commercial and other interests.

In the first place, there is already established a system of meteorological observations, a signal office, and an agricultural bureau. This is so much machinery toward this system, which it may be safely assumed would not, if geared on to it, entail an additional expense greater than that already required for the support of these establishments as they are, and would add to their efficiency.

Mississippi, acting for herself under this proposition, has organized a system of crop reports. It is made the duty of the president of every county board of supervisors to submit reports regularly on the 28th day of each month, to the central office—that of the agricultural journal, the *Field and Factory*, of Jackson. The editors of that journal are required to secure the additional co-operation of at least five intelligent farmers in each county, and to publish results monthly. The total cost of all this, including the gratuitous circulation of 1,500 copies of the monthly report, is \$3,000. There are no meteorological researches connected with the Mississippi system; but I think it shows that the plan I advocated does not involve the gigantic expenditure that some have seemed to think it would. Tennessee has also established her bureau of crop reports with a like appropriation.

#### AGRICULTURE ENTITLED TO A FAIR SHARE OF ENCOURAGEMENT.

But to show what strong grounds this association has for pressing this scheme upon the government and the public, let us mention a few facts, leaving it to them to speak for us.

I am moved to bring these eloquent mutes into this presence simply in justice to the cause I plead, and not for the sake of anything like invidious comparison or disparagement. Therefore, without implying that other interests are protected too much or too little, let us inquire what they get from the government, that we may see whether agriculture gets its fair share.

Agriculture is taxed directly for the benefit of them all, for as agriculture is the main stay and prop of the country, all the other interests that receive support from the government derive that support, first or

last, from agriculture; and the most the government has done for agriculture may be seen in the Agricultural Bureau and the land grants for teaching agriculture and the mechanical arts.

#### WHAT IS DONE FOR COMMERCE.

First, there is the expense of surveying and lighting the coasts; of supporting the consular system; the expense of maintaining fleets and squadrons in all quarters of the globe in times of peace. Heavy items these; and now there is, or was, a bill before Congress for encouraging—by bounties and special legislation—ship-building; all of which involves a public expenditure of some \$20,000,000 or \$30,000,000 a year. And yet the wealth that the nation gains from commerce is not a tithe of that which agriculture gives it annually. The difference in value of what is sent out and what is brought back into the country is the wealth that commerce gives. What agriculture gives is the market value of her yearly crops, estimated at \$2,000,000,000 for last year.

Then there are the fishing bounties. The annual appropriation for them would be more than sufficient to put and keep in operation this plan of research. Besides all this there is the signal office, which was established entirely in the interest of commerce. It aims to predict storms, and hoists its storm signals in the shipping ports and marts of commerce, but not in the inland towns and agricultural centres.

Moreover, a bill is now or was pending before Congress calling for \$200,000 for carrying a sub-marine cable 300 miles out to sea, to a steamer there to be anchored, to serve as a storm ship in connection with this bureau. The steamer will cost quite as much as the cable. Should this experiment prove satisfactory, the plan is to curtain the coast with like meteorological outposts. All this for commerce and navigation.

Surely our requests are moderate, and the more so as we seek to utilize all this machinery for the farmer, and aim to bring this bureau into the service, also, of agriculture and other interests on the land; and without interfering with its present duties, to make it as useful to the farmer as it is to the sailor, and to enlarge its powers for good to both (Congress has since so ordered.)

The signal office or bureau was got up last year with an appropriation of \$25,000, especially for the benefit of lake meteorology and navigation; and to carry it on for another year, an appropriation of ten times that amount is asked for and recommended by the committee in Congress. Instruct your representatives there to adopt this plan: to go for an act making that establishment and the agricultural bureau co-operative offices; and then this appropriation will have a double value, and be made as beneficial to agriculture as to commerce; and its telegraphic outposts on the Atlantic will watch in the interests of the farmer as well as the sailor.

## PROBABLE RESULTS.

I estimate the benefits to be conferred upon agriculture alone, by this comprehensive system of research, to be worth annually to the country quite as much as all the gains of commerce. It is also bountiful with promise of good to all industrial pursuits, whatever their nature. It bids fair to afford data—if scientists have the faculty of successful discussion—for forecasting the weather, and predicting for considerable periods in advance those general changes in it which most concern the husbandman. With the means and appliances which discovery and improvement have placed at the command of nations, success with such predictions seems more than probable.

I ask any farmer to tell me, if he can, what such success—though achieved only a few times during the year—would be worth to him? It may be worth tens, or hundreds, or thousands of dollars, according to circumstances. We cannot say. But we *can* say that, in the aggregate, and for the whole country, only a few days' foreknowledge of the weather, at particular stages of the crops, would be worth millions. I do not pretend to pledge this congress or myself for such results—it would be like pledging the child for the man; but I regard them not only as not improbable, but such as any meteorologist might reasonably expect to flow from such a comprehensive system of research, wisely organized and properly conducted.

Then the benefits that are to ensue, both to producer and consumer, by placing them on a footing with the middlemen, as to the state of the crops any month of the year, and all over the world. Why, gentlemen, I tell you there are margins here on your side for saving and gaining, such as no plan of physical and statistical research ever comprehended. Will you press it upon Congress? You, that represent the agricultural interests, and are the farmers of the country, have but to speak the word, and, so far as this people is concerned, it is done.



# METEOROLOGY OF ILLINOIS.

## HANCOCK COUNTY.

By B. WHITAKER, WARSAW.

Abstracts of observations for five years, latitude 40 deg. 20 min., longitude 91 deg., 31 min., hight above the Mississippi river 142 feet, and above sea level 612 feet. Observations made at 7 A. M., 2, and 9 P. M., with Green's Standard Thermometer. A — (dash) denotes below zero. Place of observation 2½ miles east of Warsaw.

	1872.	1871.	1870.	1869.	1868.
Annual mean temperature .....	50.1	53.2	52.3	50.1	51.3
Highest degree .....	98	98	100	95	94
Lowest degree .....	-22	-12	-10	-6	-19
Range of temperature .....	119	108	110	101	113
Warmest day in the year .....	Sept. 5...	Aug. 7...	{ July 16, July 25, July 27.	} Aug. 24.	July 13...
Coldest day in the year .....	Dec. 24...	Feb. 13...	Dec. 24...	March 6...	Dec. 11...
Mean annual cloudiness .....	4.46	4.60	5.03	5.08	.....
Days of entire cloudiness .....	178	160	176	224	.....
Fair days, being less than half windy .....	188	205	189	141	.....
Mean annual force of winds .....	1.72	2.01	1.67	1.53	.....
Prevailing winds .....	N. W.	N. W.	N. W.	N. W.	.....
Rain and melted snow, in inches and hundredths .....	35.14	41.19	31.02	53.87	45.85
Last frost in Spring .....	April 29...	April 22...	April 29...	April 21...	.....
First frost in Autumn .....	Sept. 27...	Sept. 21...	Oct. 13...	Sept. 25...	.....
First cries of frogs in Spring .....	April 2...	March 7...	March 24...	March 24...	March 3...
First wild flowers in Spring .....	April 4...	March 25...	April 8...	March 28...	March 14...
First notes of the Whippowil .....	April 17...	April 12...	April 19...	April 18...	April 20...
Gooseberries leafing .....	April 1...	March 30...	April 6...	April 16...	.....
Peach trees in bloom .....	April 30...	April 17...	April 29...	April 18...	.....

## Abstracts for each month in the Year 1872.

1872.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Mean.
Monthly mean temperature.....	23.1	28.1	32.9	53.8	63	72.7	76.7	75.7	67.7	56.8	30.1	18.4	50.1
Highest degree.....	54	62	65	86	87	92	96	95	98	90	60	50	.....
Lowest degree.....	-10	-7	10	25	41	50	60	54	50	28	-4	32	.....
Warmest day.....	10	23	28	29	5	20	13	26	5	3	1 and 7	2	.....
Cooldest day.....	29	6	15	1	12	17, 15	5	31	26	11	29	24	.....
Range of temperature.....	44	55	55	61	46	32	36	41	48	62	56	28	190
Per centage of cloudiness.....	5.36	4.24	5.36	5.03	5.01	4.61	5.16	3.84	3.06	1.56	5.01	5.96	4.46
Fair days in each month.....	14	15	14	11	14	13	16	21	19	27	11	13	188
Cloudy days in each month.....	17	14	17	19	17	17	15	10	11	4	19	18	178
Number of days in each month.....	31	29	31	30	31	30	31	31	30	31	30	31	366
Aggregate number of days of wind's direction in each month for eight points of compass:													
North.....	0	1	2	2	1.1	1.1	2	1	2	1.1	.1	.1	10
Northeast.....	1.1	4.1	2	3	2.1	2.2	4	3.2	2	2.2	.0	3	20.2
East.....	2	2.1	3.2	4.2	3	1.2	3	2.2	2.2	1.2	.2	1.2	20
Southeast.....	4	8	5.2	6.1	5.2	6	2.1	3.1	5.2	8	9	6.2	70.2
South.....	1	2	0	1.2	2	2.1	3.2	6.1	3	2	1	1	26.2
Southwest.....	6	5	4.1	5.1	6	8.2	9	7.1	8	8.2	4.2	4.2	77.2
West.....	3.2	5.1	2.2	2.2	2	2	1	1.1	1.2	.2	3.2	1.2	50.1
West-northwest.....	13	6.2	14	2.2	2.2	6.1	6	5.1	7.2	6	10.2	12	102
Northwest.....	31	29	31	30	31	30	31	31	30	31	30	31	366
Number of days in each month.....	N.W.	S.E.	N.W.	S.E.	N.W.	S.W.	S.W.	S.W.	S.W.	S.W.	N.W.	N.W.	.....
Prevailing winds each month.....	2.01	2.00	2.01	2.23	1.99	1.74	1.35	1.57	1.86	1.35	1.84	1.38	1.72
Mean monthly force of winds.....	.44	.44	3.01	5.39	4.57	5.43	7.27	3.38	2.50	.62	.65	1.66	35.14
Rain and melted snow each month.....													

Last frost in Spring, April 29, 1872; first frost in Autumn, September 27, 1872; total number of days between frost, 150; first cries of frogs in Spring, April 2, 1872; first wild flowers, April 4, 1872; gooseberries leading, April 1, 1872; first notes of the whippoorwill, April 17, 1872; peach trees in bloom, April 30, 1872.

The following Table of Abstracts of Observations was furnished by Dr. S. B. Mead, Smithsonian Observer at Augusta, Illinois, 25 miles southeast of Warsaw, latitude 40 deg. 10 min., longitude 91 deg., showing the approximate agreement of observations at the two places, for the year 1872.

1872.		Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Annual mean.
Monthly mean temperature.....		22.39	28.37	33.89	53.75	64.2	75.13	78.2	76.69	66.47	52.57	33.47	19.19	50.36
Date.....		19	23	28	25	5	19	13	26	6	3	7	5	.....
Highest degree.....		53	63	66	84	84	83	94	94	91	81	65	57	.....
Date.....		20	6	21	1	1	9	4	31	27	11	20	24	.....
Lowest degree.....		19	12	7	23	43	60	65	53	39	28	-6	-27	.....
Rain and melted snow in inches and thousandths of an inch.....		.195	.845	3.06	2.93	3.325	4.06	6.37	2.72	2.545	.99	1.04	1.41	30.36
Mean cloudiness.....		4.06	4.6	5.6	4.5	4.6	3.7	3.8	2.7	2.7	1	5.2	4.7	.....
Force of winds.....		1.9	1.7	1.9	2	2	2.1	1.8	1.8	2.1	1.8	2.1	1.7	.....

*Law of Temperature, Winds, Clouds, Rainfall, Frosts and Snow 1872—By N. E. BALLOU.*  
Latitude 41 Deg. 31 Min.; Longitude 88 Deg. 30 Min.; 665 Feet above Sea-Level, Sandwich, Illinois.

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1872.

	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	1872.
<b>THERMOMETER—</b>													
Mean.....	19.3	22.6	27.9	48.3	61	71.6	75	73.4	64	4.87	26.6	15.4	-46.3
Highest Degree.....	63	50	62	80	80	98	98	93	93	80	52	43	98
Lowest Degree.....	14	-14	7	23	43	50	62	52	41	55	-4	30	-30
Range.....	56	64	55	57	37	48	36	41	52	25	56	73	98
Warmest Day.....	19	23	28	21	26	19	14	26	7	4	7	7	July 14.
Coldest Day.....	29	1	20	1	4	4	4	3	27	11	29	94	Dec. 24.
<b>Cloudiness (10 being perfect cloudiness)</b>													
.....	4.47	7.06	4.68	4.49	5.57	4.30	4.02	3.75	3.83	2.13	5.04	5.30	4.55
<b>WINDS.....</b>													
North.....	1½	1½	5½	1½	2½	3	3½	6½	2½	3½	0	5	26½
Northeast.....	1	6½	4	4	3	0½	3	5½	2	2½	0	0½	32½
East.....	0½	5	3½	3½	4	4½	1½	2	0½	1½	0½	0½	26½
Southeast.....	0½	2	1	2	2½	0½	1½	1½	2½	1½	2	0½	21
South.....	3½	3½	2	4	4½	6	4	5½	7½	4	5	3½	53
Southwest.....	7½	1	3	5½	2½	1	3½	5½	5½	2	9½	3	49½
West.....	19	4½	9½	7½	10½	11½	5½	2½	5½	11½	17	9½	10.8
Northwest.....	4½	4	2½	1½	1	3	8½	1½	3½	5	3½	6½	45½
Total of each Month.....	31	29	31	30	31	30	31	31	30	31	30	31	366
<b>Prevaling Winds.</b>	W.	N. E.	W.	W.	W.	W.	N. W.	N.	S.	W.	W.	W.	W.
<b>Force of Winds.</b>	2.83	2.34	2.31	2.38	1.83	1.79	1.69	1.73	1.77	1.44	1.92	1.99	2.00
<b>Fair Days.....</b>	34	64	11	11½	7½	8½	9½	13½	15	21½	11	11½	134
<b>Cloudy Days.....</b>	21½	29½	20	18½	23½	21½	21½	18½	15	9½	19	19½	831
<b>Rain.....</b>	31	29	31	30	31	30	31	31	30	31	30	31	366
Rain and Snow.....	0	0	2	7	8	4	8	7	10	2	2	0	50
Snow.....	0	0	3	0	0	0	0	0	0	0	0	0	3
Snow in Inches.....	4	4½	4½	0	0	0	0	0	0	0	4	7	26
Rain in Inches.....	0.35	0.43	4.28	5.20	7.11	1.80	3.62	-8.60	4.35	0.00	1.65	1.50	38.58
Frost Days each Month.....	29	25	25	3	20	0	0	0	0	8	19	31	140
Days without Frost.....	2	4	6	27	31	30	31	31	30	23	11	0	226
Total of each Month.....	31	29	31	30	31	30	31	31	30	31	31	31	366
<b>Last Frost of Spring.....</b>													April 28
<b>First Frost of Autumn.....</b>													Oct. 11
<b>Total Number of Days between Frosts.....</b>				12	3	30	31	31	3	11	31	31	140

This table scarcely needs any explanations. It is the result of 3,000 carefully made and recorded observations, with standard instruments. We might transform it into numerous kaleidoscope views, but if carefully looked over the chief points of interest may be seen, and taken in at once. The first point is the mean temperature ; under head of thermometer, is also highest and lowest degrees, range, warmest and coldest days. Next is cloudiness, then the winds, weather and rainfall, frosts, etc.

Table exhibiting the number of days the wind blew from each quarter: The wind blew North, 36 $\frac{3}{4}$  days ; Northeast, 32 $\frac{3}{4}$  days ; East, 26 $\frac{1}{4}$  days ; Southeast, 21 days ; South, 53 days ; Southwest, 42 $\frac{3}{4}$  days ; West, 108 days ; Northwest, 45 days.

The prevailing winds during the year have been West, and have veered in the following order : South, Northwest, Southwest, North, Northeast, East and Southeast, and their duration will be seen, at a glance at the table. The storms of rain are nearly as constant, in the direction from which they come, as the wind. I believe the table represents very truthfully the changes of the wind; while the point of prevalence is shown, it exhibits the points of least prevalence, as well as the time of blowing from the intermediary stations.

We can never hope to reach a point of exactness in reference to the winds, with our present method of day-time observations. While it is true that heat, by means of the sun's influence, determines the force as well as the constancy of atmospheric waves, the nights are freer from winds than the days, except when gales are in operation, when they continue both day and night, until equilibrium is established. This fact is also as pertinent, regarding temperature. We shall never be able to reach the "grand mean" until we can hit upon two *night periods*, which will show the points of falling temperature most clearly. So of many other physical conditions of the atmosphere. There are many matters of national importance, that State stations, under enlightened guidance, could materially aid in the solution of, if we all understood each other better, by interchange of ideas, and took measures to reach higher qualifications ourselves.

#### WHAT WE NEED.

In order that Meteorology may have higher claims as a science, it should be fairly laid out, or its several features classified, as Astronomy and other natural sciences have been during the last fifty years, under the keen discernment of such men as Silliman, Deroey, and other scientists. It began as a branch of natural science, explaining meteors and their plans in the planetary system, and gradually took cognizance of atmospheric phenomena, and their climatology was embraced in its scope. It has come to embrace not only climatology now, but the

greater part of physical geography, or the changing influences of the great agents of nature on land and on the sea, and in the atmosphere. It has an immense field, and holds in its embrace what more immediately influences and affects millions of denizens of the great globe. It strikes me that, in so vast a field, there should be more concert of action in order to study the caprices and oscitations of agents so powerful, and so much above the grasp of mortals. We need in our country "State Meteorological Societies," acting under the guidance and direction of a national society, fostered by government. It is true the Smithsonian Institution has done much to disseminate knowledge coming within the pale of the natural sciences, and without Meteorology, yet its action is more or less restricted, if not circumscribed, by the will of Mr. Smithson. There ought to be more systematic labor secured, which would lead to vastly more beneficial results. Some of the observers are equipped with a thermometer only, while very few have a complete equipment of instruments. A State Society would, in time, regulate the curriculum of observations, and make them uniform in time and in application. Such a head, acting under a supreme head, with every feature of the work classified, we might expect results to follow that would be beneficial to all. In the old world centuries of labor have been employed in Meteorology, and if we attempt to establish a physical fact in our country, we must avail ourselves of their musty records. Our government is just reaching its first centenary, and we have but few reliable data of a Meteorological character. Then it is time we settled upon a uniform system, which can only be enriched by uniform work.

## PATRONS OF HUSBANDRY.

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By C. C. BUELL, ROCK FALLS, ILL.

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The State Grange of the Order of Patrons of Husbandry for Illinois was organized at Dixon, March 5, 1872, twenty-one subordinate Granges being represented. Alonzo Goldie, Esq., of Rock Falls, was elected Master, and O. E. Fanning, Esq., of Galt, State Secretary. A full list of officers required by the plan of organization were elected at the same time, their terms of office to be for two years; hence, an important election will occur at the annual meeting of 1874. The plan of organization comprizes a National Grange, State Granges subordinate to the National Grange, and local Granges subordinate to the State Grange.

Granges have been organized in twenty-eight different States. The State of Iowa takes the lead in numerical strength, her Granges numbering sixteen hundred and twenty-two. The number of subordinate Granges in Illinois at the present time is four hundred and eighty-six. The active existence of the Order extending over only two or three years, it chiefly remains to the Order to make itself what it shall be. Much of the beneficent work laid out for it, it has not yet entered upon. One of the most important things to be mentioned is a system of statistical reports on agricultural products, the same to form a basis of more accurate information on this subject than we now obtain. Of course the organization must become widely spread, and its workings thoroughly systematized, before an attempt to do a work of this kind would be justifiable.

The Order passes under the name of a secret society. It has its ritual and ceremony of initiation. Its members bind themselves by a formal obligation to fraternal and just dealing with each other; to watchfulness over and care for the sick and suffering; to secrecy as to the transactions of the Grange, and to general uprightness in all things. The assurance may be given that this obligation imposes nothing which would not commend itself to every upright and sensible man, and can be obnoxious only to the single charge that it involves the principle of a secret organization. That principle we do not propose here to discuss. It is sufficient to say that as practically applied to the workings

of this organization, it is regarded by its members as right, justifiable, and most essential to the effective organization of the farmer class.

The Order is composed exclusively (or should be) of farmers. The language of the Constitution of the National Grange (Art. 5) is as follows:

"Any person interested in agricultural pursuits, of the age of sixteen years (female), and eighteen years (male), duly proposed, elected, and complying with the rules and regulations of the Order, is entitled to membership and the benefit of the degrees taken."

The executive officers in this State are disposed to give to the language of this article a very strict construction, and to limit the membership to those whose business is either *exclusively* farming, or whose *greater interest* is in farming. Some of the reasons for the adoption of this course may be seen by the following:

First. The aim of the organization is simple, viz: the elevation and benefit of the farmer class—not that the sympathies of the Order do not extend to every other suffering class, and to every other interest depressed by unjust burdens; not that its benevolence does not embrace all mankind, and its hatred extend to every species of oppression, but that the specific purpose of the Order, as well as the purposes of a broad humanity, will be best subserved by a more definite and restricted line of effort.

Second. The theory of this organization—which is only a lesson drawn from history—is that no class or people can be much elevated, except by their own efforts. Liberty, to be valuable, is not *bestowed*, but must be *achieved*. The weak and the oppressed are truly protected only when they have the will and the power to protect themselves.

Third. This organization is intended to be permanent. The motives which prompt its individual members should be stable and permanent as well as equitable. They should be such as arise from the nature of their calling—from the felt want of the class. Thus will result real sympathy—true brotherhood.

Fourth. The single purpose of this Order, as already named, implies that it may give attention to the greatest variety and number of subjects. It may be railroad monopoly, commercial reform, the currency question, our banking system, the tariff laws, middle-men abuses, political corruption, legislative inefficiency—in short, any evil requiring remedy, or any subject the investigation of which will add to the intelligence and independence of the farmer class.

Agriculture is the mother industry, but she is liable to the abuse and ingratitude of every child which she sustains. Besides those secondary and derivative interests, all have combinations of their own. Let us co-operate with them as such, or in mass meetings, in the more proper



character of citizens, to correct evils suffered in common, or to promote objects of common good. But it is believed the benevolent and laudable purposes of this organization will be best promoted by a membership exclusively of farmers.

A good deal of anxiety has appeared, especially among political and certain manufacturing and commercial classes, to know the policy of the Granges, and failure has been predicted because the Order does not exhibit a sufficiently aggressive policy, and declare a distinct line of action with respect to important questions of public interest.

It is sufficiently indicated above that the true and only policy of the Order is first, *organization*, then to do whatever seems expedient, just and equitable, to promote the good of the class. It should touch politics only as it touches some other subjects, *i. e.*, sufficiently to correct the evils thereof without assuming the responsibility of a party organization. Besides, the views of members of the Order in different localities might vary; but this would be no bar to the harmony of the Granges on general principles. It is believed that the influence of the Order will be greater as well as more properly exercised by the *display* of its reserved power rather than by the frequent use of it.

It is to be remembered that the social and educational work of this organization—work which pertains peculiarly and exclusively to the business of farming, or is necessary in order to the progress of the farmer class in culture, refinement, and social elevation—furnishes sufficient basis for its success, and establishes the fact of the need of its existence. Interference with the healthful and legitimate pursuit of other business, whether professional, commercial or political, is not a part of its aim. These are a want of civilized society of which the farmer class are a part, and, it may be added, the greater part.

The growth of the Order has been rapid—perhaps too rapid. It has not been the purpose of its patrons in this State to stimulate accessions to its numbers by undue excitement on any temporary issues. So far as the principles and aims of the organization are in harmony with the principles and laws of a progressive civilization, and its workings constitute an *active force* in the direction of progress, it will succeed, and will deserve to succeed. Whatever its fate, it shows an effort—perhaps an infantile effort—on the part of the farmer class, which, in this or some other form, will be renewed again and again, until that class shall, in respect to intelligence, wealth, social standing, and political influence, occupy their proper place in society, whether that place be higher or lower than at the date of this writing.

## THE SUCCESSFUL BEE-KEEPER.

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By L. C. FRANCIS, SPRINGFIELD.

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The great test of one's ability in any pursuit, is success in it. No matter how largely a person may commence a business, or how enthusiastically he enters into it, if his object is pecuniary profit and he fails of it, he is unsuccessful. It is true there are other objects frequently in view than pecuniary profit. A person may keep bees to furnish his table with an abundance of delicious honey—caring little for a surplus, only as he can favor his friends and neighbors with it. If he generally has an abundance of honey for family use from his bees, his bee-keeping may be considered a success. There are others who keep them from a love of studying their habits and instincts—from a desire to investigate the laws which govern them, and to settle disputed points in their natural history. Huber, the blind naturalist, belonged to this class; his bee-keeping was a splendid success, though he says some of his bees became very much prejudiced against him, on account of his experiments with them. The successful bee-keeper, while willing to learn by the experience of others, does not follow blindly their teaching, but makes a large allowance for the inexperience of the majority of the writers in our bee journals and agricultural papers; he does not hastily jump at conclusions, but experiments carefully and patiently before forming an opinion. He fully believes that to obtain the best success he must use the Moveable Comb Hive; and in his choice of a hive, places but little dependence on the gassy statements of patent hive exhibitors at our fairs, but seeks to know who are the oldest and most successful bee-keepers in the country, learns the style of hive used by them, with their opinions of it, and is governed accordingly. In his investigation of the hive question, he finds that the first moveable comb hive patented in the United States (the Langstroth) is still considered by our most successful apiarians as the hive the best adapted to the wants of the bee-keeper, and that though patent after patent has been obtained for so-called improvements on the bee-hive, yet the hive patented by the Rev. L. L. Langstroth, in 1852, made as recommended by

him, "still holds its own;" and the nearer the new patented hives approach the Langstroth hive, the better hives they are. Being fully satisfied of this, his mind is at rest on the hive question. Patent hive men lose all the time expended in showing and explaining to him the wonderful adaptness of their hives to the wants of the honey-bee and its keeper.

The successful bee-keeper thoroughly posts himself on the natural history of the honey-bee by reading Langstroth's, Quinbeg's, and other works on the subject. He has but little fear of that great bugbear of the old-fogy bee-keeper—the Bee-moth—and laughs at the numerous inventions patented as moth-traps, so learnedly discoursed upon by the patent hive man. Our successful bee-keeper believes in a system, and what he believes in he carries out promptly and thoroughly. Every hive is numbered; in the early spring, re-examines carefully each hive and notes down its condition in a record-book. Occasionally he finds a queenless; this he unites with a weak hive near it, or supplies it with a queen. Weak hives he either unites or puts on the nursing list, and by good care bring them out strong hives. In overhauling his hives he looks out for the Moth-worm—so easily detected by the practiced eye. If our successful friend has the Italian bee (and he certainly *will* have) he notices that while he perhaps finds many Moth-worms in his hives of the common bee, he seldom finds any in his Italian hives; and that the best moth-proof hive is a hive of Italian bees in good condition. The longer he keeps bees, the more he is convinced that the great complaint of the "moth taking their hives" comes from the ignorant, careless, slovenly bee-keepers. He feeds those short of honey, takes out most of the drone-comb from his hives, substituting worker, so as to prevent raising a horde of useless consumers, and giving more room for the honey stores. He closes the holes for the honey-boxes to confine all the heat to assist breeding, and partially closes the entrances of his weak hives to prevent their being robbed. As warm weather comes and the bees begin to gather honey freely, he commences putting on honey-boxes. When natural swarming begins, he prepares for artificial swarming, and finds it less trouble and more satisfactory to depend on the latter mode for increase of stocks, instead of the former. By making one or two swarms early from his purest and best stocks, he has queen-cells to give to his hives he takes swarms from; he finds by this plan that these have a queen a week or ten days sooner than if not thus supplied; besides the stock is "bred up." Some three or four weeks after a swarm has been taken from a hive, he examines it to see if it has a queen; if no eggs or larvæ are found, he knows the hive has no queen, and either supplies it with a queen, queen-cell, or a frame of young brood from another hive, as he well knows such a hive unassisted would

be "taken by the moths," just as the dead horse would be taken by the maggots. He lets nothing prevent this examination, as he has learned, by dear experience, that it pays to make it. He watches his honey-boxes closely, and as they are being filled adds more, keeping the hive covered with them, raising up those nearly filled, and putting empty ones under with holes so that the bees can pass to the upper; no one of his hives can complain of not having room to store honey. His new swarms he watches to see if they are building their combs true in their frames, and if they are making too much drone comb, irregular combs are made right; extra drone comb is taken out to be used in honey-boxes, as he finds that bees work more readily in boxes with comb in them, and so utilizes all his pieces of clean white comb. During the moth season he is careful to have no comb about to breed them in, and smokes frequently and thoroughly with sulphur any that may be exposed to them. By this thorough way of treating his surplus comb in connection with the examinations previously mentioned, and the Italian breed of honey-bees, our successful bee-keeper loses nothing by the moth, and perhaps is disposed to look upon it as a blessing sent by the Giver of all Good, to discourage careless, slovenly bee-keepers. As the fall honey season commences, he watches carefully his late swarms, to see if they obtain sufficient honey for successful wintering; if not, he supplies them and unites the weak hives. His golden rule is "keep your stocks strong." In wintering bees he finds that though in some winters hives will winter as well (perhaps better) on his summer stands, yet he meets with the best success in the long run by wintering his bees in a thoroughly frost and light-proof room, with provision for abundant ventilation. Before extreme cold weather comes, his hives are placed in winter quarters, with the top of the hive partially uncovered and provisions made for ventilation below. Securely housed, he disturbs them but little, keeping the temperature of the room from six to ten above freezing, which he governs by the ventilators. Having done his duty to his bees, he has a clear conscience, expects to find them all right in the spring, and is seldom disappointed. Upon footing up his account with his bees, he finds that though it has been a poor season, and others have been complaining of their bees having done "no good," his balance-sheet shows a fair, if not liberal reward for his investment.

## CANADA THISTLES.

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Section six of "An act concerning Canada Thistles," approved and in force March 15, 1872, makes it the duty of the commissioners appointed in the several townships in which Canada thistles shall be found growing, to forward a copy of their annual report to the Secretary of the State Board of Agriculture, by him to be collated and reported to the Governor. There has been no such general observance of the law as was hoped for, or as the prevalence of Canada thistles in a large number of the counties of the State would seem to justify. Partial returns have been received from seven counties, which are hereto appended.

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### BOONE COUNTY.

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#### *Caledonia Township.*

I would respectfully represent that after my appointment, it was too late in the year to do much except to prevent the thistles from going to seed. On the sixth of September, I proceeded to visit the different localities where thistles were supposed to exist. I first examined the farm of A. & G. Thompson, and found a patch of 'about one-half of an acre. Mr. Thompson informed me that he plowed the ground very deep every year separately, and to all appearance kept them from spreading any further; how they came there is unknown. Next farm examined was Joseph Long's, his farm being rented. I found the thistles in a very flourishing condition, and spread over about one acre of land; the owner agreed to cut them down to prevent their going to seed; it is supposed they originated by a traveler feeding his horse there several years ago. The next farm examined was G. D. Hammond's; he showed me a patch of one or two rods in a cornfield; did not know how they came there; discovered them about a year ago; he agreed to try and

destroy them. I think that Mr. Long's farm had best be looked after next summer by the Commissioner.

Yours respectfully,

ISAAC SEWELL,

*Com. Canada Thistles.*

NOVEMBER 1, 1872.

## BUREAU COUNTY.

### *Dover Township.*

Your Commissioner on Canada Thistles begs leave to make the following report: 1st. I have found four small tracts of land in this town on which the Canada thistles are growing. One on the farm of Mr. Pausic, another on the farm of Geo. Bowling, near the southwest corner of the township; these two tracts have been carefully tended this season by frequent plowing and the yarding of hogs; the same treatment will eventually subdue them. There are two other tracts: one on the farm of Mr. Taylor, on the north line of the town, which has been plowed enough to prevent seeding, but not enough to overcome them. Also one other tract on the farm of Joseph Morrison, growing in his pasture, which has been mowed, to prevent seeding, for years; still they appear thrifty and on the increase. This tract is to be fenced for a sheep yard, where salting and feeding the sheep will soon extinguish them.

It is not positively known how the thistle came here. Frequent plowing appears to have a good effect upon them, and with perseverance they can be subdued.

CALEB PIERCE,

*Thistle Commissioner.*

OCTOBER 28, 1872.

### *Indiantown Township.*

The undersigned, Commissioner of Canada Thistles for Indiantown, Bureau county, Illinois, respectfully presents his annual report as required by law, for the year 1872.

The undersigned was duly appointed Canada Thistle Commissioner on April 29, 1872, and after taking the required oath of office, immediately entered upon his duties.

On inquiry I found there were two patches of Canada thistles in the town, to-wit: 1. A small patch on the farm of Patrick O'Hallran, in the south part of the town. 2. A patch of about fifty square rods, in

an irregular square shape, on the east half, southwest quarter, section 15, on a farm owned by Caleb Cushing and occupied by a renter.

The first patch of a few feet square was discovered by Mr. O'Halran three years ago, and it is supposed were seeded there by an emigrant who encamped at that place. As soon as Mr. O'Halran discovered their nature, he commenced their destruction by constant hoeing, and I am informed that they are now probably destroyed.

The second patch of about fifty square rods, on the land of Mr. Cushing, was probably introduced by garden seeds, probably onion, three years ago, and have twice gone to seed. They are growing by the side of a small stream, on bottom land, subject to overflow.

By agreement with Mr. Cushing, I took possession of this tract on the first day of June, and I constructed a levy some twenty inches high on its outer border to prevent overflow. On a few rods square, where the thistles were thickest, Mr. Cushing had mulched the same heavily last fall with apple pomace, and at his request I allowed him to manage that part as an experiment. The thistles on this part of the patch pushed up through the pomace and by the 8th of July were in full bloom, when Mr. Cushing had them mowed, leaving stumps some inches high. From these stumps they sprouted numerously, and on the 7th of August they had again got twenty inches high, and in bloom, when I mowed them again, and I found it necessary to mow them for the third time about the 28th of August. The roots are now alive and in full vigor on this part of the patch.

I took full control of about three-fourths of the ground, and had it plowed about the fifth day of June. I carefully raked the ground level and picked out all the roots I found. In a few days young plants showed themselves, and through the month of June I hoed the ground over twice a week, and through July every ten days, and afterwards not quite so often. At each successive hoeing I found less and less plants, and on the last hoeing, on the 20th September, I found only three living plants. There are now no plants visible on the ground treated by myself, as above described.

#### COST.

The expense of treatment comes mostly from making the levy, and some ditching, to accommodate the stream. The whole expense, including my own per diem, is forty-nine dollars and fifty cents (\$49 50).

#### FURTHER TREATMENT.

I recommend that the patch, another year, where the thistles are not killed be treated by the hoeing process, and it may be expected that by another fall they will be destroyed, except it may be found not fully so on the part not worked over the past summer. I further recommend a

careful search beyond the boundaries marked out, to see if there be others growing.

Respectfully submitted,

W. H. BLOOM,

OCTOBER 31, 1872.

*Thistle Commissioner.*

## DUPAGE COUNTY.

### *Bloomington Township.*

Having been appointed Commissioner of Canada Thistles by the Board of Town Auditors of our town, on the 26th of July last, in accordance with the terms of an act entitled "An act concerning Canada thistles," passed by the Legislature of the State of Illinois, and in force since March 15, 1872, said act requires me to report to you, annually, of my doings under said appointment. I now proceed to fulfill that duty, and respectfully report—

*First*—That I find, upon examination, that there are several lots or patches of Canada thistles growing within the boundaries of our town.

*Second*—I have found, up to this time, twenty-one (21) patches, and on twenty-one (21) different farms, owned as follows: Upon the—

Farm of Col. R. M. Hough, I find about one acre. He thinks the seed was sown with seed wheat bought in Chicago.

Farm occupied by Henry Pierce; about one half of an acre.

Farm of Col. B. F. Meacham; several patches scattered over, I should think, about fifteen acres land planted to corn.

Farm of Daniel Kelly, occupied by Heister; about one-half of an acre.

Farm of Daniel Kelly, occupied by August Hanke; about one-eighth of an acre.

Farm of E. O. Hills; one patch, about twenty feet square.

Farm of H. S. Hills; two patches, one about one-eighth of an acre, and one about twenty feet square.

Farm of Adam Stark; about three acres.

Farm of John Stark; about one acre.

Farm of Geo. Nagle; about one-eighth of an acre.

Farm of D. D. Knowles; about one-fourth of an acre.

Farm of Balzar Stark; about one-eighth of an acre.

Farm of Frank Dahm; about one-fourth of an acre.

Farm of John Hahn; about one-sixteenth of an acre.

Farm of A. R. Kinney; about one-sixteenth of an acre.

Farm of Fred. Myers; about twenty feet square.

Farm of Wm. Precht; about one-eighth of an acre.



Farm of James Pierce ; about one-sixteenth of an acre.

Farm of Datus Ellis ; about one-half of an acre.

Farm of Waters Northrup ; about one-sixteenth of an acre.

Farm of Austin Ehle ; about one-twelfth of an acre.

Excepting the first named person, none of the above are able to state in what manner the seed was first distributed upon the land.

*Third*—I have found thistles going to seed on nine (9) different farms, and have caused the same to be gathered and burned. On the balance of the farms the owners had been careful to keep them cut, so that they were not going to seed. I am plowing and digging them on two of the above named farms at the expense of the owners of said farms.

*Fourth*—Under this head nothing has been required.

*Fifth*—I am of the opinion, so far as a man can form one in so limited a time and from information gathered from others, that they may be wholly eradicated and destroyed by repeated plowing, digging and pulling.

All of which is respectfully submitted.

T. R. STEVENS,

*Com. Canada Thistles.*

### *Winfield Township.*

The undersigned, Commissioner of Canada Thistles for township of Winfield, DuPage county, would respectfully report that he has diligently inquired concerning the introduction and existence of Canada thistles in said town, and finds there is Canada thistle growing on lands, as follows :

On lands of Wm. Ripley, on sec. 11, two patches, of about two rods square. Supposed to have been introduced by Canada sheep.

On land of M. Kelley, lot 1, block 10, Updike's Addition to Turner, one patch, about two rods by one and a half rods. How introduced not known.

On lands of John Baxter, sec. 23, one patch, one rod square. First discovered this summer. How introduced not known.

On land of George Pelham, sec. 35, one small patch. Not known how or when introduced.

On land of John Bullway, sec. 25, about one-half acre. When or how introduced not known.

On land of Luther Chandler, on sec. 27, one patch, three by one and a half rods. Introduced twenty-five years ago. By whom not known.

On land of M. Barkdoll, sec. 29, one patch, ten and a half rods by ten. Not known when or by what cause introduced.

On land of Stephen Hill, on sec. 31, one patch, ten and a half rods by one rod. Manner of introduction not known.

On land of Thomas Corttell, on sec. 28, one patch, two rods by one. First found this season. How introduced not known. Supposed to be by sowing Canada oats.

On highway leading from Warrenville to Naperville, one small patch, near house of George Peltham, about one-half rod by one rod in extent.

And I have conferred with the owners of above infested lands, in regard to the best remedies to use to destroy Canada thistles, and have come to the conclusion that the most effective way known to us is, not to work the land infested with thistles, but sow salt on them quite often during the summer, and let cattle and sheep have free access to them, taking care to cut off any stalks that the stock may not eat close to the ground, so as not to allow none to go to seed. At least this remedy seems to have given good satisfaction, and proved most effective in all cases where it has been used in this town to destroy Canada thistles. I would refer to the cases of Messrs. Gates, Gary and Ripley, who have destroyed one patch each effectively, with the above mode of treatment.

All of which I submit to the Board of Auditors of the town of Winfield, DuPage county, State of Illinois.

E. H. KETCHUM,  
*Com. Canada Thistles.*

TURNER, Nov. 1, 1872.

## KANE COUNTY.

### *Dundee Township.*

There are Canada thistles growing in the town of Dundee, viz :

In the public highway and on each side of said road, in the village of East Dundee, about ten square rods. They were first introduced by a traveler with an ox team and wagon, stopping at a tavern in said village, about 25 or 30 years ago.

On the farm owned by G. C. Hawley ; about an acre.

On the farm owned by Alfred Edwards ; about 49 square feet.

On the farm owned by the estate of Whiting Hull ; about 49 square feet.

On the farm owned by John Gillillan ; about an acre.

On the farm owned by E. G. Ketchum ; about three fourths acre.

On the farm owned by David Binnie ; about one-half acre.

On the farm owned by J. Egdstor ; about 49 square rods.

On the farm owned by A. Archibald ; about 64 square rods.

On a private road leading to A. Archibald's ; about one-half acre.

*Treatment.*—I put on a strong brine, which appears to effectually eradicate them.

**COST.**

August 10, 1879.	1 day's labor, \$2 per day	\$1 00
" 12 "	1 " " " "	2 00
" 13 "	1 " " " "	2 00
" 14 "	1 " " " " with assistant	3 50
" 15 "	1 " " " "	3 50
" 16 "	1 " " " " 1 day	2 75
Use of horse and wagon, 5 1/2 days, at \$1.50 per day		8 25
Paid H. E. Hunt, for 2 barrels salt		5 00
Paid for barrel and faucet		1 65
		\$29 65

**DANIEL SMITH,**  
*Commissioner.*

Nov. 11, 1872.

***Elgin Township.***

I herewith submit the following report of my proceedings since being appointed Commissioner of Canada Thistles:

**First.**—There are Canada thistles growing in the township of Elgin.

*Second.*—I find them in the following places, viz :

On what is called the Davis farm, five acres.

**On the road by the farm, fifty rods.**

On Thomas Mitchell's farm, one patch 20 rods, one 10, one 2 rods.

On Edward Keating's farm, one acre.

On John Keating's farm, 16 rods.

**On James O'Brian's, 68 rods.**

**On Patrick Vaughn's, 5 rods.**

On James McElroy's farm, five acres.

On Mrs. Merrill's farm, 38 rods.

On Henry Fletcher's farm, 65 rods.

**On Patrick Higgins' farm, 25 rods.**

On D. C. Scofield's farm, one patch 25, one 7, one 9, one  $\frac{1}{2}$  rods.

One the line between Seth Stowell and Nathaniel Ladd, one patch of 1 rod.

**On the land of Henry Bishop, 12 rods.**

On the land of M. J. C. Switzer, 2 rods.

**On the land of Judge Wilcox, one patch 16 rods, one 44 rods.**

On the land of Oscar Lawrence, 40 rods and 1 rod; and on the road near by, 5 rods.

On the land of Mr. Patchen, 9 rods.

**On the land of Henry Sherman, one patch of 10 rods, and one 1 rod.**

On the land of N. P. Collins, 6 rods.

. With regard to their introduction, I am of the opinion that they were brought in by emigrants from the east, perhaps when the county was first settled, and by grass seed and other seeds from the eastern States and Canada.

*Third.*—On the Davis farm, summer fallowing has been tried; the result good, but not sufficient to kill all of the thistles; cost fifty dollars.

On Henry Bishop's, have tried digging them out; result: the thistle exterminated; cost four dollars.

On D. C. Scofield's, the thistles were hoed off weekly, and the result good, but did not commence soon enough, and a few are left; cost ten dollars.

On Edward Keating's, the thistles were mown by the occupant and salt strewn upon them, and no benefit derived; cost ten dollars.

On John Keating's, the thistles were in a corn-field and were destroyed by the cultivator between the rows and the balance pulled up; the work was carefully done and the result good; cost five dollars.

On the road near the Davis farm they have been cut down persistently for weeks in succession, and seem to be nearly destroyed; cost about six dollars.

On the road near Oscar Lawrence's, the same treatment and same result; cost five dollars.

On the road near Mrs. Merrill's, same treatment; cost two dollars.

The balance of the pieces mentioned in the report were prevented from going to seed, and various amounts of labor bestowed upon them, according to the time they were discovered, and the whole additional cost of hunting out, and working them, was fifty-one dollars.

*Fourth.*—My view as to farther treatment, is to use the plow and harrow weekly, through the growing season, digging out small patches, and that the commissioner, or some person employed by him, attend to the whole of the work throughout the town, as I find that some of the farmers neglect, or do not have time, to attend to the thistles. And as some of the townships do not appoint commissioners, and as Canada thistles are continually spreading in this State, I would recommend that our representatives be requested to have the law so amended that each township shall be obliged to appoint a commissioner.

GEORGE P. MARSHALL,

OCTOBER 27, 1872.

*Commissioner of Canada Thistles.*

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#### *St. Charles Township.*

Having been appointed Commissioner of Canada Thistles, for the township of St. Charles, Kane county, Illinois, I herewith, in compliance with the statute, have the honor to make the following report, in reference to my acts and doings, as such commissioner:

*First.*—Upon personal examination and information, I find Canada thistles growing in numerous places within the township.

*Second.*—The following are the names of the owners of farms on which I find Canada thistles growing, the quantity, and manner of introduction.

- On A. G. Fowler's farm, a patch about 3 feet square.
- On Charles Surtzer's farm, a patch about 3 rods square.
- On Samuel Surtzer's farm, a patch about 3 feet square.
- On Martin Surtzer's farm, a patch about 3 rods square.
- On I. H. Elmer's farm, a patch about 1 rod square.
- On E. W. Blackman's farm, a patch about 10 feet square.
- On H. Hooker's farm, a patch about 3 feet by 8 square.
- On David Long's farm, a patch about 20 feet square.
- On Patrick Ferson's farm, a patch about 6 rods square.
- On Jerome Clark's farm, a patch about 1 rod square.
- On the King farm, near Mr. Hale's, a patch about half acre square.
- On A. J. Nichols' farm, a patch about 4 feet square, mostly in the road.
- On Russell Humphrey's farm, a patch about 3 rods square.
- On Edward Baker's farm, a patch about 2 rods square.
- On James Burr's farm, a patch about 4 feet square.
- On Henry Tresst's farm, a patch about 5 feet square.
- On John Peterson's farm, a patch about 3 rods square.

All the above farms were personally visited by me and found that the Canada thistles were almost always introduced by emigrants passing through the country, and camping on the road side, or open grounds.

I have not yet taken any measures to eradicate the thistles, for the reason that the owners of the farms, where found, expressed a determination to destroy them themselves, and from the interest taken I believe it will be done.

From reliable information from parties who have had considerable experience in destroying thistles, and from my own experience, I would recommend cutting them down about the middle of August, and digging up every root to be found, and sowing salt quite liberally on the ground.

W. F. MORE,  
*Commissioner of Canada Thistles.*

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## LA SALLE COUNTY.

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### *Waltham Township.*

Your Commissioner of Canada Thistles, appointed by your honorable board of Auditors, September 3, A. D. 1872, would respectfully submit the following report:

That upon diligent inquiry and search, I have found the Canada thistle existing only in three places in said town, as follows :

*First*.—Upon the farm of B. B. French, on cultivated ground, about one-third of an acre, very compact and thrifty. Mr. French has covered them with a heavy covering of straw.

*Second*.—Upon the farm owned by Parson W. W. Wells, on a grass plot in front yard, scattering, from three to five rods in extent. The occupant thinks to kill them by frequent cutting.

*Third*.—Upon the farm of George Teel, on pasture land, scattering, a small patch from 20 to 30 feet across. Mr. Teel is killing them by frequent spading and pulling out.

On being informed that Canada thistles were growing upon the farm of Plina Hartshon, went there, and, with Mr. H., searched the place where he had previously found a few, and had pulled them up; we did not find any at that time.

The owners and occupants of lands, where I have found the Canada thistle, as above stated, are using the best means known to them, to extirpate the same. They state, also, that no Canada thistles have ever gone to seed upon their farm, and are only growing from the roots.

Your Commissioner is of the opinion, that deep mulching in early summer, or cutting while in blossom, and before the seed is formed, is the best method of killing out the Canada thistle, and of the two would prefer the mulching.

All of which is respectfully submitted.

CORNELIUS HARRIS,

MARCH 25, 1873.

*Commissioner of Canada Thistles.*

## McHENRY COUNTY.

### *Algonquin Township.*

In accordance with the provisions of the statute in such cases made and provided, I herewith submit to you my First Annual Report as Commissioner of Canada Thistles.

*First*—Is there any Canada thistles in the town of Algonquin.

There is about 7 or 8 acres.

*Second*—Where, and how many, and how introduced.

They are scattered promiscuously over the town, forming about 45 or 50 separate patches, infecting 35 or 40 farms, and aggregating some 7 or 8 acres, viz :

On the farm of Mrs. Alice Smith, 2 acres.

On the farm of Mrs. Sally Brown,  $1\frac{1}{2}$  acres.

On the farm of Chas. Pingry,  $\frac{1}{2}$  acre.

On the farm of J. Munshaw,  $\frac{1}{2}$  acre.

On the farm of E. Seymour,  $\frac{1}{2}$  acre.

On the farm of S. C. Jayne,  $\frac{1}{2}$  acre.

On the farm of the late Horace Hubbard,  $\frac{1}{2}$  acre.

On the farm of Gardner,  $\frac{1}{2}$  acre.

On the farm of P. Balesty,  $\frac{1}{2}$  acre.

On the farm of J. Jackman,  $\frac{1}{2}$  acre.

On the farm of J. Wineka,  $\frac{1}{2}$  acre.

On the farm of J. Callo, 1-10 acre.

On the farm of C. Bourkley, 1-16 acre.

On the farm of C. Bratsler, 1-16 acre.

On the farm of R. Shufeldt, 1-16 acre.

On the farm of F. Prush, 1-16 acre.

On the farm of R. Grimes,  $\frac{1}{2}$  acre.

On the farm of S. A. French,  $\frac{1}{2}$  acre.

On the farm of S. S. Gates,  $\frac{1}{2}$  acre.

A. Goodwin, small patch ; Howe, small patch ; J. Ott, small patch ; Wm. Munshaw, small patch ; Wm. Harback, a few ; S. M. Thomas, few ; Ford near Crystal Lake, few ; Laning, few ; A. Thompson, few ; H. Lye, few ; Geer, few ; R. Gillilan, few ; H. Hank, few ; Dodge, few ; Morley, few ; H. Paddock, few ; E. Paddock, few ; O. C. Pettebone, few ; G. Crabtree, few.

On the farm of T. Dilly, in the highway, small patch ; and according to the best estimate I can make, there is between 7 and 8 acres.

I have not been able to ascertain how any of the thistles were introduced, except those on the farm of R. Gillilan. They were supposed to be brought direct from Canada by a flock of sheep, as they sprung up where the sheep were yarded.

*Third*—The statute requires me to give a detailed statement of my treatment of each separate patch, with cost and result. It was late in July when I received my appointment, and I thought it advisable to canvass the town and ascertain the amount of thistles in town and their location, and to prevent, as far as possible, any from going to seed, in which I think I have succeeded admirably, as there has none gone to seed in town to my knowledge. I have either cut them myself, or been well assured that they would be cut by the owner. I have worked on the farm of Mrs. Brown two days, and have cut with the scythe and hoe  $1\frac{1}{2}$  acres of thistles twice, on the 25th of July and on the 25th September ; no seed ; further result not known.

July 30, cut half acre on Chas. Pingry's farm. He assured me that he would cut them again; cost, \$1; result, no seed.

On the 2d day of August I cut, on the farm of S. C. Jayne, one-fourth acre; cost, \$1; result, no seed.

I worked two and half days on the farm of P. Balesty, cutting and experimenting with salt and kerosene. On the 27th day of July I cut the thistles with the hoe just below the surface of the ground. On some I applied brine as strong as I could make it with salt and water. On some I put a small handfull of salt to each plant, and on some I put kerosene; on some I did not put anything. There was a small patch detached from the main plot in which I counted 200 plants, to which I applied half gallon kerosene; and on the 13th day of September, I cut them in the same manner with the hoe. On the 6th day of October I cut them again in the same way, counting the plants in the detached plot, finding only 110 plants, on which I applied half gallon kerosene. I visited them again to-day (31st October) and cut all I could find. The result is that they are all very much thinned. Where I applied the brine, the salt and the kerosene but once, there is but little difference. Where I used nothing but the hoe, they were not quite so much thinned, but on the detached plot where I first counted 200 plants, and where I applied the kerosene twice, I found only 10 plants, and they looked as though the kerosene did not agree with them, but they may be resurrected in the spring for all I know. Cost, \$6.45.

I spent one and a half days on a small patch on the farm of S. A. French, cutting and experimenting in a similar manner, and with a similar result with that of Balesty's. Cost \$3.73.

I have worked on the farm of the late Horace Hubbard two days with the hoe, cutting the thistles four times; a part of them I cut just at or a little below the surface of the ground. One patch, about two rods square, I hoed deep and dug out the roots about six inches deep. The result is, that those that were dug deep were apparently pretty much subdued, while the others were not quite so much thinned. Cost, \$4.

I cut one-fourth acre on the farm of S. S. Gates twice, one-half day, cost, \$1; and one-half day in the highway on the farm of T. Dilly, cost, \$1; making in all 10½ days' labor. The remainder of the time I spent in canvassing the town.

I have spent in all 18 days, at \$2 per day.....	\$36 00
I have paid for salt and kerosene.....	2 18
I have paid for two kerosene cans.....	1 00
Making a sum total of.....	\$39 18

*Fourth*—I am required by law to give my views on their further treatment, and to make suggestions and recommendations. I am not so well prepared to perform that duty as I might have been if I had re-



ceived my appointment earlier, and have had more experience. But I am of the opinion that deep, thorough and frequent plowing is the best and the most economical way to subdue them; but where they are in small patches and thin on the ground, I would recommend cutting them with the hoe a little below the surface of the ground, and applying salt or kerosene at short intervals, beginning as early in the season as the thistles show themselves above the ground, and continue until they cease to vegetate in the fall; and I think they can be entirely eradicated in two or three years at the furthest.

I would suggest to the owners of farms that are infected with Canada thistles, the propriety of each of them making use of the proper means to eradicate them from their farms, as it would be but little expense to each of them, while, in the aggregate, it would cost the town a large sum to have the same work done by the Commissioner.

I would also suggest to the supervisors of the county the propriety of taking the matter under advisement, as the statute makes provisions for them to do so; and that they make such regulations and by-laws as will tend to the speedy and sure eradication of this pest from the land as they have already spread to a fearful and an alarming extent.

I would also suggest to the people generally, the propriety of petitioning the legislature to so amend the law relative to Canada thistles as to make it compulsory on every man or woman to keep his or her farm clear from Canada thistles, and to be subject to a fine for neglecting or refusing to do so, and that it be the duty of the Commissioner to see that they live in accordance with said law; and if they do not, to enforce the law, and his neglecting or refusing to do so will subject him to a fine.

All of which is respectfully submitted.

ALGONQUIN, Oct. 31, 1872.

J. S. KLINCK,  
*Com. of Canada Thistles.*

### *Dorr Township.*

The undersigned, Commissioner of Canada Thistles for said town of Dorr, would respectfully report, as required by the statute, as follows, to-wit:

*First*—I have ascertained that there were Canada thistles growing in twenty-one different places in said town of Dorr, during the past season.

*Second*—These thistles were growing on the following farms, to-wit: Mr. Burbank, one patch; William Furren, one patch; William Scott, one patch; Orrin Waterman, one patch; John J. Murphy, one patch; T. J. Dacey, one patch; Mr. Gregory, one patch; Mr. Doolittle, one

G. K. Bunker, one patch; Mr. Black, one patch; Mr. Lucius, one patch; J. H. Canfield, one patch; Doctor Doolittle, one patch; Mr. Mell, one patch; J. Castle, one patch; John McBroom, one patch; Wolf, one patch; F. C. Joslyn, one patch; Fred. Arnold, one patch; Mr. Northway, one patch; Samuel Smith, one patch—intro- as far as I can learn, by emigrants feeding their stock on the hile traveling, and by purchasers of Eastern fruit trees—the seed brought in the packing of said trees. Said thistles were intro- some twenty years since.

Q—That he has treated the tracts or patches on the farms of Mr. McK, William Furren, W. Scott, Fred. Arnold and F. C. Joslyn, with kerosene and benzine oil, as follows: About the 23d of August commenced on said patches of thistles by pulling up the thistle filling the vacancy in the ground with kerosene or benzine oil, and in every case with apparently complete success, as there has been no more of any more thistles starting on the same ground. The expense of treating those five patches, including all other time spent, has been the aggregate, thirty-three dollars and sixty-five cents, but cannot be the cost of each tract or patch.

A—No other matters have been required of him to be reported. —He believes the course above indicated will effectually eradicate thistles.

F. C. JOSLYN,  
*Commissioner.*

OSTOCK, Nov. 1, 1872.

### *Grafton Township.*

—There are Canada thistles growing on nearly one-half of the land in the town.

Q—I have not found any man that can tell how he came by them, any don't know them until they are told or shown what they

—My treatment of Canada thistle is simply plowing and dragging, which is to be done, as follows: Commence and plow deep, in the middle of June, and drag thoroughly; let the infected tract lay until August, then repeat the same plow and drag thoroughly again. By repeated plowing and dragging I will warrant to kill any piece of thistle that is in the State of Illinois. Every time it must be done during the full moon of those months.

Q—made an agreement with every man in the town to plow and drag in June and August, their Canada thistle—have not expended any money nor hired any help.

WM. SCOTT,  
*Commissioner Canada Thistles.*

P. S.—In the winter of 1865, I bought the farm that I now live on. The farm was mostly laid down to grass. When I began to break up I discovered that I had any amount of Canada thistle in different fields. I laid down to grass again, as soon as I could; then I commenced business. I tried salting for two years; that did not kill fast enough. I then commenced plowing and dragging, in the full moon of June and August, and I have made a perfect cure of the Canada thistle.

W. S.

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## SANGAMON COUNTY.

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### *Springfield Township.*

In pursuance of an act of the General Assembly, passed, and in force March 15, 1872, I was appointed by the Board of Springfield Township Auditors, Commissioner, for the purpose of destroying the Canada thistles found growing in this township. I beg leave, herewith, to present a report of my action and success, and to make such suggestions as may lead to beneficial results in future.

On examination of the different varieties of the thistle family which have fallen under my observation, in and about Springfield, I found at least five different varieties, four of which are biennials, and the fifth is the Canada thistle, or the *Cersum arvensus* of the Botanists, which is a perennial or perpetual growing plant.

The Canada thistle is not a native plant of North America, but has been imported from Europe, where it is called the "cursed" thistle. As found by me its roots grow to a considerable depth, and spread to an extent of ten feet. In Europe I have seen the roots, when exposed by the sliding of river embankments, thirty-feet in length. Those roots are very tenacious of life, and a very small piece of them will produce a distinct plant, so that every subdivision of them, by plowing or spading, only increases the evil. The stem is from two to three feet in height, smooth and angular; the leaves are from three to six inches in length, and armed with sharp spines; the flowers are light purple, producing a large amount of winged seeds, which is carried by the winds, thus distributing this pest all over the country.

During the year 1871, and before the passage of the present law, I was employed by the Supervisors of Springfield township to look after the Canada thistle, and if any were found growing in the neighborhood, to take such measures for their destruction as I thought best.

On examination in the city of Springfield, I found a patch of about half an acre of ground, a part of them growing on Eighth street, and

the balance on ground occupied by a nursery. Those thistles were, no doubt, introduced from some of the Eastern States, in the straw packing surrounding imported fruit trees.

This patch was situated close to the head of the city branch, on the line of which, lower down, were found three more patches, one close to the Governor's mansion and the other two opposite the gas works, they being probably distributed by the waters flowing from the original patch on Eighth street.

To destroy all those they were first cut level with the ground when they were in bloom, and a covering of spent lime from the gas works was applied in a layer three inches in thickness. This application of gas house lime has, up to the present time, completely checked their growth, only two plants having showed themselves this season, and those were uncovered by being too near the flow of water after heavy rains. And so far as I can express an opinion, I am satisfied that the gas lime will kill them to the roots.

I also found thistles on Fifth street, near Canada street, and at the corner of First and Madison streets. Those I have kept cut even with the ground all this season. They being near the sidewalk, it would not be practicable to keep them covered with gas lime.

On W. Hles' land, near Eighth street, there was considerable of a patch, which he undertook to keep in check by having it constantly cut, and from present appearances it is my opinion that he has succeeded. On my last examination I could not find a single one growing on his land. And more of them, or those already described, will flower this season, and spread their seeds over their neighborhoods.

I have personally made diligent search throughout the city of Springfield and the township, and have made diligent inquiry for specimen plants, but have not been able to find any but those above reported.

I have been called on frequently to destroy Canada thistles, and several specimens of the supposed thistles have been sent to me for examination, but they have all been some of the biennial or common thistle, some of them having sharp spines and blooms very much resembling the Canada thistle.

In conclusion, I am satisfied that spent lime from the gas works, or constant cutting of the shoots as fast as they appear above ground, will, in course of a short time, completely eradicate this pernicious weed, and that by either of those methods an effectual preventive is applied to the chances of the plant seeding. There can be no excuse for any person allowing the Canada thistle to seed on land owned or controlled by him.

M. DOYLE,  
*Commissioner of Canada Thistles.*

# PROCEEDINGS OF THE FARMERS' CONVENTION,

HELD AT

BLOOMINGTON, ILL., JANUARY 15TH AND 16TH, 1873.

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## INTRODUCTION.

Some time in March or April, of 1872, the Union Farmers' Club of Avon suggested to other Clubs with whom they were in correspondence the advisability of holding a convention of delegates from as many farmers' clubs of the State as could be reached, at such time and place as might be agreed upon, for the purpose of comparing views, discussing such subjects as interested them as farmers, and inquiring into the cause of, and if possible discover some remedy for, the depressed condition of the agricultural interests of the West.

After some correspondence among the Clubs, the suggestion resulted in a call, issued by S. M. Smith, Secretary of the Wethersfield Farmers' Club, for a meeting, to be held at Kewanee, on the 16th and 17th of October, 1872, to which as many Clubs as could be reached through the medium of the press, and by direct correspondence, were invited to send delegates, the delegates to be received and entertained by the Wethersfield Club. In response to this call about fifty delegates, from Farmers' Clubs and Granges, met at the time and place appointed, and after an exceedingly interesting session of two days, initiated the formation of a State organization, by appointing a State Central Committee of one, and a committee of one for each county, to act as a medium of communication between the various farmers' organizations of the State. They also appointed an Executive Committee of three, whose duties it should be to fill any vacancies that might occur in the State Central Committee, and to call the next State Convention. After passing the following resolutions, the Convention adjourned, subject to the call of the Executive Committee :

*Resolved*, That the agricultural interests of this country are the primary source of its growth, wealth and prosperity, and that the protection and development of these are essential to the prosperity of every related industry, and also of every other vocation or business.

*Resolved*, That the immediate objects and purposes of the Convention should be to devise some means or system of means to cheapen the process of production, and lessen the expense of transportation.

*Resolved*, That the success of co-operative effort, as illustrated in the accumulation of capital for the carrying forward of immense business enterprises; in the combinations of working-men for the increase of wages, or the restriction of the hours of labor; in the formation of rings for controlling the price of agricultural or manufactured products for "bulling" or "bearing" the markets of every kind; in the thorough and efficient organization of political parties for partizan ends, should teach the farmer the lesson both of its efficiency and its adaptation to the particular needs, if applied with intelligence and wisdom.

*Resolved*, That it is the duty of Farmers' Clubs, and similar organizations, to put forth their best efforts for extending and multiplying these organizations until they shall compass the industrial interests of the entire West.

*Resolved*, That this Convention regards with favor the growth and prosperity of the organization called Patrons of Husbandry, and accept the evidence of its benefits and efficiency with hopeful expectations of its future usefulness.

*Resolved*, That the destruction of Canada thistles and noxious weeds is a matter of vital importance to the agricultural interests of the West, and this Convention would commend the action of the last Legislature of Illinois in its efforts to accomplish this object.

*Resolved*, That the strength or weakness of the railroad law, so called, should be determined by its thorough trial and enforcement, and this Convention would demand additional legislation on the subject, if required.

*Resolved*, That this Convention appoint a State Central Committee of one, and a committee of one from each county, whose duties shall be to act as a medium of communication between the various farmers' organizations.

*Resolved*, That this Convention return a vote of thanks to the citizens of Kewanee and the Wethersfield Farmers' Club, for the very generous hospitality extended to the members of this Convention, and that special thanks are due the aforesaid Club for inaugurating and carrying to so successful an issue this Convention.

*Resolved*, That we approve of the law prohibiting persons from hunting within the enclosures of others without leave, and that we tender hearty thanks to the author of the same.

*Resolved*, That this Convention heartily approve of the law in regard to the introduction of Texas and Cherokee cattle into the State, and urge its rigid enforcement.

*Resolved*, That this Convention appoint an Executive Committee of three, whose duty it shall be to fill any vacancies which may occur in the State Central Committee, and to call the next State Convention of Clubs, and in general to carry out the spirit of the resolutions of this Convention.

In compliance with the duty assigned them, the Executive Committee, on the 29th day of December, 1872, issued the following call for a State Convention, to be held at Bloomington, on the 15th and 16th days of January, 1873:

#### FARMERS' CONVENTION.

*"Equal and exact justice to all: special privileges to none."*

The undersigned, the Executive Committee appointed by the Convention of delegates from Farmers' Clubs, held at Kewanee, October 16th and 17th, 1872, in pursuance of the duties assigned them, do hereby invite each Farmers' Club, Grange, or other Agricultural, Horticultural, or Industrial Association of the State of Illinois, to send delegates for every thirty-three members, and fraction in excess of half that number, (*Provided*, that every organization shall be entitled to at least one delegate,) to an Illinois Farmers' State Convention, to be held at the city of Bloomington, Wednesday and Thursday, January 15th and 16th, 1873, commencing at 9 A. M., on Wednesday, with three sessions each day—at 9 A. M., 2 P. M., and 7 P. M.

The purpose of said Convention is to perfect the organization made at Kewanee, by the formation of a State Farmers' Association from

said delegates, adoption of a Constitution, and for securing the organization and representation of associations in every county, and if possible in every township of the State, to discuss and insist upon reform in railway transportation; the sale of agricultural implements; the sale of farm products by commission merchants, and such other abuses as have grown up in our midst and are now taxing and impoverishing producers and consumers, and to transact such other business as may be brought before the Convention.

The Committee suggest the following order of business, and have invited the gentlemen named to open the discussions :

WEDNESDAY, JANUARY 15.

9 A. M.—Opening Address, by Hon. L. D. Whiting, President of the late Convention. Appointment of Committees on Credentials and Permanent Organization.

2 P. M.—Report of Committees on Credentials and Permanent Organization; nomination of Officers of the Convention; appointment of Committees on Constitution and State Organization, and such others as may be thought advisable. Address by J. B. Porterfield, upon "Farmers' Associations as Business Organizations;" to be followed by discussion, in which the members of business organizations are expected to give their experience.

7 P. M.—Reports of Committees; Miscellaneous Business; Address by Hon. M. L. Dunlap, on the Farmers' relation to the Middle-men; to be followed by discussion of the same subject.

THURSDAY, JANUARY 16.

9 A. M.—"Railway Legislation and Railway Reform," by Hon. W. C. Flagg, H. C. Lawrence, and Hon J. H. Rowell.

The Railway Commissioners of Illinois are invited to be present and take part in the discussion.

2 P. M.—Reports of Committees; Addresses by Prof. J. B. Turner, Dr. J. M. Gregory, and Dr. N. Bateman, on "The Education of the Farmer;" to be followed by discussion.

7 P. M.—Reports of Committees; Complete Organization of State Association; Miscellaneous Business.

The undersigned would urge upon the Farmers of the State, where organizations do not exist, to organize at once, and appoint delegates to said Convention, in order to insure a full representation.

WM. J. BEER,  
JOHN PRICKETT,  
L. F. ROSS,  
*Executive Committee.*  
S. M. SMITH,  
*Secretary.*

In accordance with the call of the committee chosen at the Convention held in Kewanee, in October, the delegates from Farmers' Clubs, Granges of Patrons of Husbandry, and other farmers' associations, met at Bloomington, Jan. 15th, and were called to order by John Prickett. Hon. L. D. Whiting, of Bureau county, was elected as temporary chairman, and S. M. Smith, of Henry county, and S. P. Tufts, of Marion county, were chosen secretaries.

On assuming the chair, Mr. Whiting addressed the Convention as follows :

## ADDRESS OF MR. WHITING.

*Brother Farmers of Illinois:* We have met to consult on matters which pertain to our pursuits, and to consider and declare our sentiments on certain things which concern the public interest.

In response to the call of your Executive Committee, I have left my public duties elsewhere for a brief time, to meet you here, not more to testify my sympathy with your purposes than to learn wisdom by your counsels, and to catch some inspiration from the spirit which animates you.

This is an age and an era of organization. We behold it, and feel its effects in various ways. Nearly every profession, calling and pursuit, except our own, associate, organize and combine, to promote their interests. The agriculturist, isolated and scattered, away from the post office and telegraph, and lecture room, is the last to move. If he felt himself pressed and over-burdened by high prices for all he bought, and low prices for all he sold, he has sought to cure the evil by more rigid economy and longer and harder hours of labor. Whilst most other pursuits push up the prices of their commodities, if need be by shortening their hours of labor, and sometimes by wholly stopping the wheels, we have met this by more desperate struggles to multiply our productions and to hurry them upon the market. While the oil men of Pennsylvania are seeking to plug up the holes, so as to stop the flow of oil, and thereby send up the prices, the corn-raiser struggles to broaden his fields and deepen his furrows, until he overflows the land with its abundance.

I am yet to speak of other combinations who toil our products according to their own greed.

Poverty, if not bankruptcy, now stares us in the face. In the midst of such overwhelming abundance as to choke the marts of trade, and while the consumers on the seaboard and across the waters are hungry for our products, we cannot realize enough to pay our taxes and labor. Unless some remedy be found, our lands must greatly decline in value, agricultural labor yet more reduced in price, rural improvement must suffer a blight, and general poverty cover the land, and thus dwarf and wither every interest dependent upon the farmer's prosperity.

It is because we believe that we need not, and will not have this condition of affairs to prevail, that the farmers are moving. There are remedies for all evils, and so there is somewhere and in some way a cure for the ills which threaten us. For some months past the producers in various and widely separated places have been almost spontaneously coming together in local organization. This convention of the farmers of Illinois is to consider the matter of binding together these local societies by a State organization.



As it is somewhat new for our people to attempt any general organization, the question is very naturally asked, what is the purpose ?

No one is authorized, or able, especially in advance, to pronounce fully for any movement. I shall answer as I see it from my own standpoint. Farmers' associations are intended for mutual improvement in our calling,—to call forth new thoughts, and diffuse useful information among ourselves, so as to produce better results, with less labor—for social enjoyment and for intellectual and moral improvement. Such associations will afford the opportunity for neighborhood co-operation in rural improvement, stock-breeding, dairying, farmers' insurance—perhaps in buying and selling to some extent—and so generally to effect for our class what organization has done for others.

But we desire, also, to understand more fully the relation between agriculture and the government, and, especially, to see that justice is done on matters of taxation. As *cheap transportation* is vital to our prosperity, we mean in some manner to solve this problem ; and it is to this matter especially to which I shall now call your attention.

The West must long remain an exporting and an importing country to an enormous and increasing extent. The prices of our products go up or down, as transportation varies its scale. As all interests of a country prosper when its chief staples bring a good price, so the West generally—all classes, professions and trades—are nearly equally interested in cheap transportation. As nearly all travel and transportation must be so largely done on railroads, I shall now, to some extent, discuss—

#### RAILROADS.

Railroads are so convenient for their speed and adaptability to all places and all seasons, that we chiefly rely upon them for travel and transportation. They are in harmony with the genius of the age. Some of us can remember their feeble beginnings in America, and we have watched with pride and hope their marvelous growth. More than sixty thousand miles now spread themselves over the country like a network, from the lakes to the gulf, and from sea to sea. Civilization is so adapting itself to them, that they are nearly as vital to society as the air we breathe. Let their march be onward till every neighborhood is penetrated. No wise man will desire to cripple their energies by any injustice. But there are evils and dangers developing, which, it is clear, will not correct themselves. The whole country is now excited by their administration. Until recently, it was confidently believed that their multiplication would lead to competition, which is the most natural and best regulator of business. But of this the country now despairs. Railway kings (and the term "king" is not inaptly applied) have learned to flank competition by combination.

The whole railroad system is fast falling into a very few organizations, each of whom represent hundreds of millions of dollars. It looks as though one "king" in Wall street may soon rule over the whole. Already the country is parceled out in lots and vast regions to the different systems. In most cases there is no restraint to their charges, save only the ability of their victim to exist under the load. Like hostile invading armies, they levy contributions limited only by the ability of their victims to pay. These exactions are again aggravated by unjustly discriminating against persons and places. If competition shows itself at a few points, they remorselessly double up on others within their grasp. They levy an Internal Revenue tax by their own fiat, and to fill their own coffers. If this blood-money was well applied it might be some compensation, but it is now certain that in many cases, instead of going to the stockholders, it is gobbled by some favorites and head-centers, and spent in gambling and riotous living. So enormous is the robbery, that ex-President Gould, a few weeks ago, to compromise a little dispute in a settlement, without much ceremony handed over seven or eight millions. The country is being robbed, and large portions of the money basely applied. Unhappy France only submitted to be ravished after a gallant struggle. These railroad Bismarcks prey upon us, and as yet we have scarcely lifted a finger. We must, Grant-like, move upon the enemy's works. If the tidal wave now rising does not win, it must be followed by such a succession of others, each higher and stronger, till the railroad Pharoahs are brought to judgment. By their power over freights they may "bull" or "bear" the market at will. They may make *real* fortunes for their favorites, as easy as the Frenchman fancied he made a thousand dollars before breakfast by marking up his goods. Having stated the disease, I ought to glance at the cure. I look to "competition" as the most natural, legitimate, and effectual cure. As this competition will not come of itself, and as individually we can not apply it, Government must be invoked in the matter. The water lines already have done much. The lakes and the Erie Canal save us millions annually. The ocean around by Cape Horn is a regulator to some extent to the Pacific Railroad. I would then open new lines of water. Let the Huron and Ontario Canal be constructed, and the line of the St. Lawrence be so improved as practically to place Chicago at the head of tide water. Finish the Illinois river improvement, and cut through the sixty miles from Hennepin to Rock Island, and the thirty-eight miles to Dixon, and you let the barges and river commerce from New Orleans to St. Paul, from the Red, the Arkansas, the Ohio, Tennessee and Cumberland, all conveniently meet this ocean commerce at our great commercial mart. These waters, so connected, would greatly cheapen transportation, not only by what they carry

themselves, but because they so envelope the railroads that they must drop to nearly water prices.

But it is said these enterprises will cost money. And does not railroad extortion cost money? And who can tell how much? Which is better, to pay something for permanent relief, or to be perpetually robbed?

A high authority a little while ago stated that the aggregate of all the projected works before the country would cost over \$200,000,000. Accept this as true. It would then be the best outlay the country, as a whole, ever expended. The sum is not so vast, considering its purpose and result, as to frighten us. The Rebellion cost more than that sum in a hundred days, and though its fruits were destruction, yet the country stood up under many hundred days of war. The money put into public works, if well applied, is the best investment ever made.

"There is that which scattereth and yet increaseth; and there is that which, being withheld, tendeth to poverty."

If all this were done, true more would be needed. I think the General Government should speedily choose some great line of commerce, a Government Railroad, so as to try the experiment of competition by road with road.

I have suggested these as means for bringing competition. I do not surrender the claim that Government can and ought to regulate railroads by fixing maximum rates, and forbidding unjust discrimination. The Government power of eminent domain was invoked by them in their construction on the ground that they were to be public institutions. The people never clothed their legislators with power to contract away, for all time, the inherent rights of the people. In our advancing civilization public interest and public necessity will not be thwarted by old and musty cob-web precedents. "Dartmouth College" may have been well enough for that day, and for an institution of learning; but it cannot much longer be made a standard rule and hobby-horse for railroads. These vast corporations which stretch from sea to sea, and cover the whole country like an enveloping atmosphere, cannot much longer shield their extortions by quoting a law decision concerning a school. The judge and lawyer who shall narrow his vision to this infinitesimal point when dealing with the great question, will be laughed to scorn. Let that decision stand, for ought we care, for all such cases, but it will no more apply to railroad corporations than will the baby garments of infancy clothe the stalwart man, or a constable's posse meet the demands of a great revolution. To quote, as an extingisher, that decision about "Dartmouth College," which Daniel Webster wrung from the judges, is to prove that really "A little learning is a dangerous thing." The new Constitution of Illinois declares

railroads to be public institutions, subject to be regulated by law, and commands the legislature to act. The legislature has mildly obeyed. The roads spit upon the law, and defy the people. They stand in open rebellion to the constitution and laws. Near here, a judge has decided in favor of the supremacy of the people. This is a good start. There should be no faltering. Let public opinion be aroused, and the Executive and the Legislature stimulated to bring all their powers to bear upon the question. Why not, since we have a decision on our side, commence prosecuting all along the line, and everywhere? I think some further law providing for grand juries to indict for a breach of the law will be most wholesome. *Let us institute the necessary machinery, and apply the proper force to execute the law.*

Having occupied so much of your time on the question of transportation and railroads, I will only briefly speak about its twin sister—the tariff monopoly. If the time ever was when it was best to have a “protective tariff,” in my judgment that time has now passed, and manufacturers, and lumber men, and salt producers, should now cease to exact bounties to be paid by other interests. If, in their infancy, it was best to give them protection, now, in their maturity, they are quite as able to go alone as are the corn raisers to help carry them. Let the wholesome principle of competition apply to them. Let the home establishments compete with each other, and all compete with the world at large, as does the agriculturist. It seems to me that the manufacturers, and the other great interests which get “protection,” form quite enough combinations and rings, without the aid of Government. I think the time has come when all taxation should have for its object the raising of revenue. I suppose there are some, even among us, who do not fully subscribe to this, but to me the matter is so nearly self-evident, that the case cannot be very much helped by argument.

I have now endeavored to show that there are causes why we should organize. In urging this organization of farmers, I distinctly disclaim any purpose of hostility or antagonism to any other useful interests. We are members of the same body, and there must be no war between us. But because our condition has put us behind in some important respects, we now propose to use some of the agencies employed by others for self-defense, and our own improvement. In the general improvement and prosperity of the rural classes, all others will share in the benefit. Civilization cannot very far advance while any large portion of its members are far in the rear.

In this matter of reform in tariff and cheap transportation, and curbing monopolies, it is the cause of the whole people. We propose to join and support our brethren, of every persuasion, in the struggle. True, the blow, in most cases, first and heaviest, falls upon us, but in its

reactive effects all interests suffer, and so should one and all co-operate in seeking relief.

If we cannot name the specific measures of relief on some great matters, there are yet objects enough of a lesser kind, and clearly within our reach, to induce organization. In the meantime the great question will be studied, and when the true solution shall appear we shall have a power to execute. The truth is, there are, no doubt, many ways of relief. Just now none of these ways are practical for the want of a compact organization. Difficulties will disappear as we gather in strength. As the stars reduced themselves to order, when great Newton proclaimed true nature's law, so will wrong and monopolies yield up their grasp when confronted by a united people.

I now take my leave of you. I trust you will act with energy, wisdom and prudence; and that your deliberations here will do something to promote the public interest, and advance the cause of human happiness and civilization.

On motion of P. H. Gorham, a committee of five was appointed on credentials, when the counties of the State were called, delegates handing in their credentials. Upon examination of these credentials by the committee, it was ascertained that there were about 275 regularly appointed delegates present, while there were volunteers enough to fill the large hall to overflowing. It was one of the finest bodies of men ever met in the State, and all were stimulated to action in the direction of organization and the endeavor to solve the problem of securing the correction of the abuses complained of in the call, especially that of transportation of the products of the Great West, which are now so heavily taxed by the great railways of the country, in transit to the seaboard and a market.

On motion of J. H. Bryant, of Bureau, a committee of seven was appointed on permanent organization.

#### DISCUSSION.

While the committee on credentials was deliberating, an opportunity was given those present to express their grievances, and discuss the matters that had brought them together.

Mr. Creed, of Marion county, stated that he was one of four persons who had come representing twenty farmers' clubs. There are in the vicinity about thirty of such organizations, some of which had been established years. The one he belonged to was originally organized for protection against horse thieves. Said they were pretty well down in Egypt, and that it took some time for an excitement to reach them, but when it did it went clean through them. He urged the thorough organization of the farmers in the State, by which means they could

become united in demanding a voice in the control of affairs affecting their interests.

Mr. Ewing, of Macon, feared the Convention might commit an error of judgment in the inception of the movement. Thought the Convention should confine its action to one or two main points or questions. That they should avoid all questions calculated to incite side discussions, and confine action mainly to the great question of transportation.

Mr. Wiley had come without instructions. In his county they had a county organization, and thought every county should organize with clubs in every school district. He believed, with such an organization all over the State, the evils complained of could be cured. The law-makers were careful observers of the wind, and would not resist the demands of such an organization.

At this point Mr. Flagg read several letters which had been received by him, as the central committee. One, from the Secretary of the National Labor Council, suggested the sending of delegates to the meeting of the National Labor Council in February.

Also one from Uriel Mills, of Marion county, congratulating the Convention on its assembling, and suggesting a petition to Congress to build a national canal from Lake Erie to Lake Michigan.

Mr. Cattell, of McLean, felt proud that the people had adopted a cheap system of railroad fares. They had organized a club in his section upon the basis of riding on the railroads of the State according to law, and did not propose to wait the slow course of judicial discussions, but to offer the roads just what the law allowed. In accordance with this, in coming to this Convention, he had tendered to the conductor the lawful fare on the road over which he came. The conductor would not accept it, the consequence of which was that he had come through free. Thought every farmer should understand what the legal rates were, and tender that and no more. In the case of freights would advise a replenish of goods if the charges were unlawful. He had no wish to injure the railroads, but wanted his rights.

Mr. Perry, of Marshall county, thought we should strike at the root of the evil if we turned our attention to the aggregation of capital in the hands of monopolies.

Mr. Phoenix, of McLean, said in old times it was said that "all roads lead to Rome," so now all organizations tend to monopolies. This is what ails us. It is soulless brains against muscle; that we to-day are sold, soul and body, in bonds to Europe, and if not there to our cities. What we want is friends, and he knew of no other place to find them so surely as at home. Enfranchise the women of America, and we shall have a cure for our ills.

Mr. Elliott, of Bureau, said that when they first organized their farmer's club, their attention was directed to improvement in culture so as to produce the greatest results from their labor, and that they had been so successful that they could get no paying market for their products, and that the question with them now was how to get a living out of what they raised. The farmers poll a three-fifth vote, yet have had little or nothing to do with legislation. They now propose to make their political power felt, by sending representatives of the farmers to the Legislature and National Congress. If we expect to control monopolies, we have got to do it through legislation, and that requires from us political action.

Mr. Carter, of McLean, was opposed to taking any action as farmers in any political party. Let us first organize as farmers and get power through such organization, and not as politicians.

Several others here spoke of the character the organization ought to assume.

Mr. Hamilton, of Macon county, had come without instruction. The people of his county had deep grievances to complain of. He lived only five miles from Decatur, on the Central Railroad, and that road had assumed to charge \$40 per car for that distance. Thought that the roads were properly the subject of legislation, and if they betrayed the interests of the people they should be placed under restriction. He was in favor of government issuing bonds to build a great National railroad from Chicago to New Orleans, and from St. Louis to New York. He would then have the States build and control feeders to these great lines.

Mr. Smith, of Kewanee, said that before we talked about using our strength politically, we had first better learn what our strength was. We must first have organizations, complete, compact and thorough, extending into every school district. He had received more than a bushel of letters since the Kewanee meeting, and the burden of all of them was: "Men and brethren, what shall we do to secure relief from these monopolies?" The movement organized here to-day, if wise and discreet, will sweep like a prairie fire not only through this State, but throughout the great Northwest. We all know and feel the existing evils, and the question is how to remedy them, and if this Convention shall adopt some feasible scheme our constituents will say, "Well done, good and faithful servants."

The Convention adjourned till 2 o'clock P. M.

On assembling in the afternoon, the Committee on Credentials made the following report, accompanied with a resolution that all delegates reported be admitted to seats, and that they take part in the business; but in case of a division of the Convention, Farmers' Clubs, Granges,

and Farmers' Associations should be entitled to vote, according to the ratio of the call. Any other organizations being entitled to only one vote. The report and resolution was adopted.

*State-at-Large—State Board of Agriculture.*—James Harrington, H. D. Emery, W. H. Russell.

*State Horticultural Society.*—M. L. Dunlap, W. C. Flagg, W. H. Mann, O. B. Galusha.

*Adams.*—Horticultural Society, T. Butterworth.

*Bureau.*—Farmers' Club, Justus Stevens, J. Burkstresses, J. H. Bryant, J. H. Elliott, Rufus Ford, D. Campbell; Mineral Farmers' Club, H. D. Davis; Macon Farmers' Club, A. Z. Partridge; Neponsett Farmers' Club, W. P. Bushwell, Samuel Dorr; Providence Farmers' Club, Charles E. Barney.

*Christian.*—Pana Farmers' Union, C. M. Sibley.

*Coles.*—Coles County Farmers' Club, Leroy Wiley.

*Carroll.*—Rock Creek Grange, D. W. Dane; Salem Agricultural Society, Duncan Mackay.

*Champaign.*—Champaign County Farmers' Club, H. T. Aspern; Philo Farmers' Club, Lucius Eaton, Moses Farnsworth; Farmers' Association, J. B. Parterfield, N. Raymond, A. P. Coffin, John Ensley; Rantoul Farmers' Protective Association, G. W. M. Elvay, J. Porter; Hensley Farmers' Club, W. H. Kaufmann; Newcomb Farmers' Club, Robert A. Wright; Savoy Farmers' Club, M. L. Dunlap, O. V. Anderson; Pleasant Ridge Grange, M. A. Pratt; Newcomb Township Farmers' Club, William C. Ruff.

*DeKalb.*—Squaw Grove Farmers' Club, Philo Slater, W. M. Labell; Sandwich Farmers' Club, Joseph A. Dickson; Sycamore Farmers' Club, Henry L. Baies.

*DeWitt.*—Farmers' Mass Meeting, P. S. Adams, L. Campbell, H. A. Rucker, J. O'Donald, E. H. Kable, John Brown, A. A. Alexander, G. Mason, J. DeWitt; DeWitt County Agricultural Society, Daniel Thompson, S. M. Thorpe; DeWitt County Texas Club, James Knott; Rutledge Club, James Vandewater, John W. Keddy; DeWitt County Farmers' Club, John Doyle, Isaac Mannett, Amos Weedman, G. T. Weedman, J. Kreps, D. H. Argabast, S. Kyle, N. S. Sangster, N. Vandervent, E. H. Wilson, Wm. Campbell, D. Luddington, S. Jones; DeWitt County Farmers' Meeting, W. H. North, John Marsh, J. H. Tyler, T. A. Chapin, Darius Cheney, James A. Lafferty.

*Ford.*—Union Farmers' Club, Joseph D. Kilgore; Ford County Grange, Thomas Ellis; Piper City Club, A. M. Laughlin.

*Fulton.*—Farmington Farmers' Club, T. Montgomery, J. A. Lapeer; Fulton County Farmers' Club, Samuel Campbell, John Prickett, Wm. Shaver; Union Farmers' Club of Avon, L. Ross, D. H. Goram, W. T. R.



Fennessy, H. C. Lawrence; Lee Farmers' Club, W. J. Beer, A. A. Williams; Otter Creek Agricultural Society, W. M. Belden; Otter Creek Grange, Samuel Litchey; Cass Farmers' Club, Henry Brock, J. D. Taylor.

*Grundy*.—Grundy County Agricultural Society, H. S. Bethel, H. K. Conklin.

*Henry*.—Galva Farmers' Club, J. N. Morgan; Kewanee Grange No. 70, S. M. Smith; Geneseo Farmers' Club, William Liken; Munson Grange, John Wilkins.

*Hancock*.—Farmers' Club, J. M. Berry.

*Iroquois*.—Horticultural Society, George B. Fickle; Farmers' Protective Club, R. G. Campbell; Farmers' Convention, W. H. Mann.

*Jo Daviess*.—West Galena Farmers' Club, Richard Barrett, S. H. Brown.

*Knox*.—Walnut Grove Farmers' Club, S. P. Whiting; Galesburg Farmers' Club, J. Hague; Chestnut Farmers' Club, Cyrus Humphrey, John Christy.

*Kankakee*.—Agricultural Board, W. H. Grennel, C. B. Foster, C. K. Starr, James Mix, Stephen R. Moore.

*Kane*.—Sugar Grove Farmers' Club, Thomas Judd.

*Kendall*.—Lisbon Club, J. S. M. Grath, L. Scofield.

*Livingston*.—Farmers' and Mechanics' Union, James C. Hawthorne; Dwight Farmers' Club, James J. Dunlap; Pike Township Association, G. S. Kirkpatrick, John T. Philips; Anoca Farmers' Club, C. B. Ostrander; Charlotte Grange, D. J. Stangard; County Farmers' Association, J. H. Stitt, W. B. Fife, S. T. K. Prime, S. S. Morgan, W. Calon, J. B. Huston, J. R. Winter, L. C. Ladd; Owega Grange, W. A. McKeegan; Forest City Grange, Bronson Smith; Livingston County Union Farmers' Meetings, John Harbison; Eppard's Point Club, E. A. Sweet; Chatsworth Grange, H. B. Sheppard; Nebraska Club, A. W. Snyder; Odell Club, Edward Collins.

*Logan*.—D. F. Wright, J. N. Wood.

*La Salle*.—Tonica Club, A. Z. Patridge.

*Marion*.—Farmers' Central Association, M. M. Hooten, James Creed, John M. Lellan, S. P. Tufts.

*Mercer*.—Agricultural Board, H. Ginnis, A. Barner, A. W. Allen, E. N. Ewing, T. A. Brown, Joel S. Walker, W. D. Hamilton, William Rea, John N. Tyler, Charles F. Emery, E. A. James, F. N. E. Teker; Pre-emption Club, L. D. Willard.

*Marshall*.—Evans Grange, Dr. C. Perry; Richland Club, E. Weltey.

*Macoupin*.—Brighton Farmers' Club, A. A. Hillard; North Otter Club, Charles A. Wooley.

**Madison.**—Agricultural Board, W. C. Flagg, James Montgomery, William Donahue, D. B. Gilman, J. M. Parsons, C. W. Fanzenreth; Madison County Farmers, No. 1, W. M. J. Springer, O. P. Munroe.

**Macon.**—Protective Society, J. N. Ewing, N. D. Hamilton.

**McLean.**—West Township Farmers' Club, S. H. West, J. M. Moan; Arrow Smith Farmers' Club, T. W. Morris, John Marsh, O. H. P. Vansayce; Yates Township Farmers' Club, C. C. Wright, J. E. Wykoff; Farmers' Meeting, of Hudson, Isaac Lost, W. H. Scroggs; Daun's Station Farmers' Club, Eben Horner, C. B. Bellville, Sylvester Peasley, John McConnell; West Township Farmers' Club, Robert Robertson, John Garner, R. C. Watson; Lawn Dale Farmers' Club, John W. Abbott, J. W. Vawter, Harvey Moore, M. F. Berry; Towanda Farmers' Meeting, N. W. Jones, Frank Henderson, W. D. Hitts, Nelson James, A. A. Riddle, W. R. Duncan; Allin Farmers' Club, John M. Bellinger, John Baird, Amos Jones, John Springer, V. W. Somers; Farmers' and Méchanics' Association, J. M. Bellinger; Blue Mound Farmers' Club, William Sapp; Mount Hope and Funk's Grove Club, H. H. Dilling, Jacob Funk, William Darnell, Daniel McFarland, W. L. Smith, L. F. Funk; Saybrook Farmers' Club, W. H. Cheney, John D. Lewis, Owen A. Means, M. Rowe, M. B. Rankin, F. Mechlin, Joseph Riggs, Peter Bowen, William Weis; Normal Farmers' Club, William Bradburg, Job Ingram, W. H. Rankin; Danver's Farmers' Club, Andrew Vance, H. L. Philips; Normal Township Farmers' Club, W. G. Thompson, Joshua Brown, J. W. Walker, S. M. King, O. T. Reeves, O. M. Coleman, J. Carter; Rock Creek Farmers' Club, John A. Evans, Ira Rowell, Old Town Farmers' Meeting, James Welch, J. R. Benjamin, William Van Gundy, Thomas Donahue, N. O. Lacock, S. Rodman, T. C. Wood, Chris. Mehrel, S. W. Sunderland; Farmers' Meeting, Cropsey Township, George R. Buck, S. W. Caoner; Yates Township Farmers' Club, J. E. Wright, C. C. Wright; Selma Farmers' Club, John B. Crum; Cheuoia Industrial Association, Samuel Murdy, A. D. Scroggin, A. W. Nerven; Lexington Farmers' Club, Noah Franklin, W. O. Catlett, C. Dunsen, S. Smith, K. Berryman, I. S. Mahan, T. P. Scroggin, Rufus Wood, E. H. Hyrman, D. H. Vandolah, W. H. Smith.

**Peoria.**—Princeville Farmers' Club, C. W. Cummins, W. P. Merritt.

**Piatt.**—Blue Ridge Farmers' Club, Y. S. Lindsley, L. Chase, D. W. Smith; Cerro Gordo Club, William Grayson.

**Putnam.**—Farmers' Club, A. D. Fisher.

**Rock Island.**—Farmers' Club, Port Byron, J. P. Day.

**Stark.**—Farmers' Meeting, A. N. Harris.

**Scott.**—Bluff Dale Farmers' Club, J. M. Ward.

**Stephenson.**—Rock River Farmers' Club, D. R. Breniger.

**Tazewell.**—Delevan Grange; G. W. Pattan; Agricultural and Horticultural Association, I. W. Robinson.

*Union.*—Farmers' Protective Association, John M. Farris.

*Vermillion.*—Farmers' Club, Lyman Guinness, C. W. Gregory, William M. Ray.

*Whiteside.*—Rock River Grange, C. C. Buel, J. A. Patterson ; Galt Grange, O. E. Fanning ; County Center Agricultural Society, Ed. B. Warner, Joseph G. Gridley, A. M. Teller, James M. Pratt, W. M. Potts' P. B. Reynolds, D. F. Cole, J. W. McKenzie, Joseph H. Marshall, D. J. Porter.

The Committee on Organization also reported the following officers, who were duly elected :

*For President.*—Hon. Willard C. Flagg, of Madison county.

*For Vice-Presidents.*—S. P. Tufts, O. E. Fanning, H. C. Lawrence, John H. Bryant, and M. M. Hooton.

*Secretaries.*—S. M. Smith and S. P. Tufts.

*Treasurer.*—Duncan Mackay.

The permanent President thanked the Convention for the honor of being allowed to succeed Mr. Whiting, who had always been the true friend of the farmer. There was business to be done, and he would not at length pledge himself to the farming interest. He was a farmer, and all he had was bound up in farming. He was proud of the State, and of its great agricultural community was prouder still. The farmers were ready to organize for their rights. He appealed to the men of work rather than of talk. They must work till these corporations submitted to the popular will.

The afternoon was given up to the discussion of "Farmers' Associations as Business Organizations."

Mr. J. B. Potterfield was called on to speak on farmers' associations as business organizations.

#### REMARKS OF MR. POTTERFIELD.

He said he was a farmer, and his interests were with farmers. Whenever their pockets were touched their tongues grew loose. All other business made money by organizing, and why not the farmers ? In his locality they had made money. He had heard much talking that morning, and many present seemed to look to some one to help them, not thinking of helping themselves. They should organize and do what they could themselves. His organization was begun in Sidney township, Champaign county, two years ago. After talking about raising crops, they came to talk of selling them. They found the whole number of hogs they had ; sent a committee to a packer and received more than if they had been sold to a dealer in town. Then they looked at farm implements, which they had been paying dearly for to home dealers. They appointed a committee to correspond with the manufacturers, and after a time they bought all the implements at thirty days' time,

getting cultivators at \$20 which cost \$35. The purchase was a success. They then made arrangements to sell their grain. When they went to the railroads as an association of one hundred farmers, having one hundred thousand bushels to send, they got the rates wanted. If they were organized everywhere, the railroads would see they were in earnest. The association had made arrangements for shipping their corn straight through to the consumer, and they got 5 to 8 cents a bushel more than by selling at home. The necessity of county associations was felt in his neighborhood, in the purchase and sale of commodities, and putting down freights. The work could be done by association for the whole country. It might also get supplies cheaper. He did not fear the result, and did not doubt but the railroad legislation would stand.

#### STATE ORGANIZATION.

The Chairman announced the Committee on State Organization: Dr. M. M. Hooton, J. H. Bryant, S. T. K. Prime, A. Woodford, S. M. Smith, and A. P. Coffen.

#### COLLECTION OF TAXES.

The following resolutions, offered by S. M. Moore, of Kankakee, were passed:

*Resolved*, That it is the sense of this Convention that the time for the collection of taxes should be extended until the 15th of June.

*Resolved*, That we request our senators and representatives to enact a law carrying out the views of this Convention.

#### COMMITTEE ON RESOLUTIONS.

The Chairman announced the Committee on Resolutions: Joseph Carter, J. Herrington, H. C. Lawrence, O. A. Fanning, and James Green.

#### LOCAL ASSOCIATIONS.

A delegate from Champaign offered a resolution that the presidents of local clubs be instructed to call meetings and organize associations. Subsequently withdrawn.

#### GOOD RESULTS OF ASSOCIATION.

Mr. Gorham, of Fulton, gave the statement of his experience with the Farmers' Club, which had saved the members over \$2,000 by buying directly from the manufacturers. They saved about \$10 on plows, \$30 on reapers, \$13 on corn-planters, \$20 on sewing machinies. Wheat they sold directly to the miller. Last season they got several cents more a hundred for pork than if they had no organization. They shipped butter, eggs, etc., and got better prices for them. They had no storehouse, but had used the railroad one. They met regularly once a month. The

cost of operating was merely a simple initiation fee. The officers got no salary, except the purchasing agent, who had 3 per cent. on all purchases. They had not got any special rates, since they could not ship an amount of freight necessary to get them. The expense of renting a warehouse, if necessary, would be very small.

Mr. Gorham was questioned at great length by the delegates.

He was followed by a large number of other delegates, giving their experience in the advantages gained by co-operation in the purchasing of their supplies and in disposing of their products. The details of this expression varied somewhat, as they will in different portions of the State, when products differ and markets are varied.

Adjourned till 7 o'clock.

#### EVENING SESSION.

The Convention re-assembled at 7 o'clock, and was addressed by M. L. Dunlap.

#### REMARKS OF MR. DUNLAP.

The subject assigned me in this discussion is one of great importance, not only to the so-called industrial interests, the world's toilers, whether of the farm, the workshop, or of the studio, but equally to the consumer or user of the products of labor or of genius.

From the first period of the patriarchal ages, the middle-men have held a prominent place in the history of the world. They have been the missionaries or instruments in diffusing and utilizing the arts and sciences among the nations of the earth. They have always been aggressive, using peaceable means when possible, but forcible if they must, but ever pushing their system of sale or of exchange to distant tribes and races of people.

Civilization owes to this class of men a large debt of gratitude, for they have done more to move the wheels of progress than all other causes combined. Without them, we would be in danger of going back into barbarism, and the light of civilization might fade out into utter darkness.

The calling of this Convention is an acknowledgment of this truth, and the several subjects of discussion cluster around this one as the great center of attraction, and are, therefore, subordinate to it.

It is not a question whether or no that we dispense with this class of middle-men, that we meet here to discuss, but rather a division of profits, and to what extent they may be the arbiters of our financial operations. The changed condition that inventive genius, stimulated by the middle-men, has sent forth through all the industries of the world, has vastly broadened the field of useful labor, and given great activity to all classes of people. At the same time, it has developed a grasping disposition

among our friends, the middle-men, that may not accord with the strict rules of justice. It is this feature with which we have to deal, and not the legitimate transaction of business; it is this that we are to adjust, and, if possible, come to an understanding in regard to our mutual interests.

We have charged a part of the great army of middle-men with taking too large a share of the products of labor; of combining for the purpose of creating artificial conditions of the markets; and by other indirect means and practices, degrading the profession, and injuring the business of producing, by the changing of values, thus leading to a demoralized condition of trade as regards supply and demand.

For these derelictions of duty we have, to-day, put them on trial, and have come to investigate the truth of the charges. This is the issue, and not that we propose to dispense with their services altogether.

I am aware that this is not a new charge, as history has given us something more than mere faint whisperings that this class of men have had a decided leaning in that direction, and that these practices that we have met to condemn have from time to time been the subject of statutory provisions, intended to prevent further infractions of that code of moral ethics that teaches us to do unto others that which we are willing others should do unto us.

In the olden time, middle-men were called merchants, and bought and sold or exchanged on their own account, whatever was the subject of sale or barter. In these transactions they were not always over-nice, and one of the first transactions handed down to us was the purchase of a son of one of the old patriarchs, and the selling of him into servitude. This was also a cash transaction, showing that, at an early day, coin made of the precious metals was the measure of values.

In more modern times we have a new class of middle-men, that the exigencies of trade have brought into this system of sale and exchange. These have also become of use, and are known as

#### COMMISSION MEN.

These do not buy and sell on their own account, but on account of the producer, or of the merchant middle-men, or the consumer. Under this useful system, there have grown up many frauds and irregularities that need correcting. These men secure a stipulated commission for their service, and thus avoid the risk of changing values, of loss in transit, or of decay.

The farmer of to-day can hardly realize the changes that the building of railroads has brought him; he is slow to outgrow old habits, and to adapt himself to new condition of things. The older members of this convention have not forgotten the days of their boyhood, when, if a new house was required, the first thing to be done was to enter the

forest with ax and cross-cut saw, fell the trees, cut the saw logs and haul them to the sawmill, to be cut into boards for the new building. Then the farmer and his son assisted the carpenter, or became the architects and carpenters themselves.

Did you need a pair of boots, hides were exchanged for the leather at the local tannery; the shoemaker called in with his kit of tools, and he sat down at the kitchen fire, smoked his pipe, told his stories, and fashioned the boots, and then took for his pay such farm products as would meet his family needs. The spinning-wheel and the hand-loom supplied the quilt and counterpane for the bed and the clothing for the family; but now the old music of the wheel and the loom is lost in the distance, and only comes back to memory.

The plow was made at the smithy that stood at the cross-roads, or cast at the village furnace, and was paid for in the produce of the farm. Then we had little occasion for either class of middle-men, for our corn, wheat, oats, lumber, and other products of the farm or the forest were exchanged direct with the merchant middle-men or the consumer, who supplied most needs direct from the shop. All that has now become a matter of history, and we now read of the shoemaker at some great centre of the trade; the blacksmith has gone to the city—or, rather, these old-time industries have grown, and spread, and amplified themselves, and built up great industrial cities and marts of trade, and whatever we may have produced on our farms beyond our own needs, or the work of the mechanic or of the artists, must be sent to some commercial centre for distribution, and to have a value fixed upon it—and now, in order to supply those with whom we formerly had a direct exchange, we must needs employ the commission middle-men or the merchant middle-men, or, as we practically do, both of them. Then we employ the railroads to do our transportation, instead of hauling the produce of our farms, as formerly, long distances. Thus we hire others to do a part of our work, and have retained for ourselves the simple labor of producing. By giving our whole attention to this, with the aid of the new implements that genius has thrown in our way, it need be no matter of surprise that our garners are filled to overflowing, and the markets overstocked with the products of rural labor.

That we are simply producers, whether of the products of the farm, the garden, the orchard, or the work shop, and that we must employ commercial agents, or middle-men, to make sale, and to distribute these creations of labor to those who need them, is beyond any question, and its further consideration may be dispensed with; and we may now turn our attention to the graver questions: How and by whom these sales and exchanges shall be made? How many commissions shall we pay? And how shall we be protected from a loss in transit, or by the cupidity of overreaching agents or middle-men?

As regards the product of the soil, the laws of demand and supply are too inexorable to be more than temporarily set aside. The storing and holding of grain by the farmer against a probable short crop, the accumulation in warehouses by the merchant middle-men for the same object, appear to be all that is required to insure the consumer against periods of famine, and have long been admitted as a part of the laws of supply and demand. The turning of corners, and the pooling of large quantities of farm products, goods, or stocks, are simply gambling, and should be punished as such.

But we have met here for more than the simple purpose of telling the world of our grievances; we have come also to seek a remedy, and, if possible, to protect ourselves against future wrongs. In order to do this, we must ascertain just what we need, and then govern ourselves accordingly.

It is plain that we cannot meet the consumer in person and make a sale direct, at least to more than a limited extent; and it is also plain that the great bulk of our farm, garden and orchard products, as well as those of the workshop, must go to the commercial centres to be stamped with a value, and to be distributed to the consumer. It is there we meet the two classes of middle-men: the merchant middle-men making purchases for distribution, and the commission men, supplying this demand direct from first hands. Thus we have two commissions, or two profits, to pay before we reach the consumer; or we might put it in another point of view, that the consumer has these two profits to pay after the goods leave first hands. To this is often added a third, by a local dealer at the place of shipment, who must also have a profit or a margin, as he sends forward for sale on his own account, or simply on commission. This is quite a common practice in the minor staples of the farm, such as butter, cheese, eggs, poultry, potatoes, small fruits, wool, pork, live hogs, and hides. This practice is not an objectionable one, when the goods are sent direct to the retail dealer or the merchant middle-men for distribution to the consumer, as only two commissions should be paid at most. In the sale of grain to this class of men, it is almost an invariable rule that it adds another commission—thus adding a useless expenditure.

The remedy for this is, for the farmer to take a daily, tri-weekly, or weekly commercial paper, according to his needs or post office facilities, and published at the point where his sales are made, in order to be posted in regard to the markets. This will enable him to judge of the propriety of shipping to the city on his own account, or of selling to the local dealer. This class of men pride themselves on being well posted in market values, and also depend largely on the ignorance of their patrons in this most important point.



It is also charged that the commission men do not always make correct returns of sale, and that they sometimes put the money into their own pockets, as has been done time and again. That is all very true, no doubt. In answer to this, we have the well known fact that, at all of our commercial centres, there are large numbers of middle-men of both classes who have, by strict integrity and fair dealing, established a reputation beyond question. These men do not send out runners to look up business, advising you that they will give your shipment extra attention, or that you will in some way be favored. But, on the other hand, they simply do even and exact justice to all their customers. This is the class of men to whom you should make consignments, and not to those who persistently solicit your patronage.

In this connection, permit me to say that, during the last seventeen years, I have shipped my farm and orchard products to the middle-men of Chicago, and it has been my good fortune to have met with fair and honorable dealing. I am, therefore, inclined to believe that there is no lack of good, reliable houses, where the farmer will be fairly dealt with. It is, therefore, his duty to make careful inquiry in regard to this matter, without making the experiment with some adventurer who seeks your confidence but to betray it.

The law has given the middle men a standing better than bonds, by making it a criminal offense to put the proceeds of a consignment to their own use; and that is the best assurance of fair dealing from those whose needs might tempt them to make unlawful use of the money of their customers. At the same time, we should not lose sight of the fact that a well-earned reputation has its value. It is easy for us to choose between these two classes of middle-men, for their manner of doing business is dissimilar: one prompt without excitement, and the other fussy and indefinite.

#### BOARDS OF TRADE.

We often hear the Boards of Trade, or what is known as dealing on 'Change, denounced as a system inimical to the interests of farmers; and it may be our duty to examine into the truth of this matter, and to see what relation this combination or association of middle-men may have to the farmer. These Boards of Trade are composed of two classes of middle-men that have been described as acting in concert. They meet daily at a given place—one with his consignments of car loads of produce direct from the farm, and the other desiring to purchase for sale and distribution. The plan is certainly a desirable one, as it saves much valuable time in the making of sales, and thus lessens the cost of commission. The usual charges on a car load of wheat or of corn are some three dollars—a small sum as to what it would cost the farmer as supplying the facilities for readily ascertaining the market prices. It is

true that combinations are often made that depress the price, but these as often send it above as below its proper level, while the great bulk of sales are made upon the true basis of the market values—supply and demand.

#### THE TRADING IN OPTIONS

is no doubt a species of gambling highly reprehensible, and with which the farmer has nothing to do; and yet it is a sort of index of what he may expect for his products in the future, barring contingencies that may change the aspect of the crop as regards the future. This dealing in options often has the effect of forcing prices up or down, as the corners close in or expand; but often it is but a wave that soon passes, stranding many hopeless victims of its cupidity, otherwise producing no perceptible results, unless in its tendency to impair the integrity of other members of the Exchange. It is a practice that should not be permitted among a class of men whose integrity is a large part of their capital, for there is no question that it tends to impair confidence in all the members of the Board, and it is no doubt to their interest to put an end to the practice.

#### LINES OF TRANSPORTATION.

There is a class of railroad middle-men who draw largely from the profits of farming, and yet more largely from the profits of railroad stockholders, and that is the so-called lines of transportation—"the wheel within a wheel," or by whatever name they are known: White, Red, Blue, Striped, or Mottled. These companies may be considered as leeches on the body corporate, and should be dispensed with at the shortest period of time. That they afford an opportunity for all kinds of impositions upon the industries of the day, and return no value received, we may well believe. I doubt if any road thoroughly invested with these barnacles can make a respectable dividend, without crushing out the agricultural dividends that depend upon it for transportation. There can be no doubt that it is to the interest of the stockholders to drive them out and to shut the door against them forever.

The more we investigate this subject, the more surprised we will be that such a system has been permitted to grow up and become strong, for to-day these lines bid defiance to the traffic of the country, and levy enormous tolls upon it. If the great lines of roads to the seaboard would rid themselves of these arrogant monopolies, and charge the commerce of the country a sum that is equal to what these lines pay them for doing the same service, we would have little, if any, cause of complaint.

It looks as though some parties connected with the management of our railroads must be interested in these abuses, or they would not be

permitted to continue for a single day. They stand in the gates of commerce, and bar its way, and fatten upon the industries that the railroads were created to foster. That the people never intended to barter away their rights as to allow this kind of monopoly, is apparent to the most obtuse observer. They never intended to create a monopoly that would be a corporation to carry freight for Mr. Jones for less than to Mr. Smith, or to give one the preference over the other in the moving of his goods. But they did intend that these great public highways should be for the benefit and use of the whole people, without respect of person, class or conditions.

Here, then, is a class of middle-men for whom there is no necessity, for they are of no possible use to the country, and are not entitled to a patent to ride roughshod over the rights of the people, or of the people's highways.

The railroads are of too much value to the people to be in any way impaired in their usefulness; and it is the duty of all good men to protect them from abuse. Many of our citizens are stockholders, and our towns and counties are largely interested in their stocks, and must be annoyed beyond measure that the average dividend is so small, while these monster freight lines swallow up the profits, or are charged such a low price for the hauling of their trains that no profit is left, and yet the people suffer from extortion.

To give but a faint history of their doings ought to be sufficient to astonish the stockholders, and incite them to a more thorough investigation of this abuse of their property—an abuse that has become intolerable to the whole country. Let a grain dealer dare to raise his voice in protest against this system of monopoly, and he will find himself without cars to move his grain, or so annoyed by delays that his profits will be lost and his business ruined.

#### FREIGHT BY EXPRESS COMPANIES.

But our catalogue of complaints is not yet completed, as we have another class of middle-men to add to the list. I refer to the express companies, who carry heavy goods in passenger trains, or who often carry them on freight trains and charge passenger train rates.

The express companies, in a general way, have become a necessity; but, when they play the part of middle-men in fast freights, they are out of their legitimate line of usefulness, and we may well dispense with their services. In this connection, I come to speak more particularly of our fruit trade. It appears to be a practice with our Illinois railroads, and perhaps those of Michigan, to allow the express companies to monopolize all freights that are transferred in the passenger trains, and this amounts to hundreds of car loads annually. It is the practice of the express companies to deliver goods to their customers, and in the

case of parcels, this is one of the great values of the system ; but when several car loads of fruit are received at once, they have no facilities for a prompt delivery, and the delay leads to great loss. Allow me to explain. It is well known that, in the fruit trade of Chicago, the fruit that arrives early in the morning, and is put on the market at once, is worth a great deal more than the same fruit put on the market in the afternoon.

In order to prevent any delay in receiving fruit at the proper hour, the commission men are in the practice of keeping their own teams for the purpose of insuring prompt delivery. When fruit arrives by freight trains, an extra gang of men are employed by the railroad company to deliver the fruit at once, and the result is, the fruit is put on the market without delay. I regret to say that such is not the case with the express companies, as their employes have regular business hours, not only for receiving, but also for delivering ; and these are the regular business hours of the day. Not so with these commission men, and their teams, who, before the city is astir, are at the depot assorting their shipments, and sending them to their respective places of business. There is a simple remedy for this state of things, and that is for the railroads to take charge of all goods that the consignor does not desire to be delivered by the express agents. This practice has become so oppressive to the fruit growers of the State that the Illinois State Horticultural Society, at its last annual meeting, appointed a committee for the purpose, if possible, of arranging with the railroad and express companies, that hereafter the railroad shall take charge of the fruits that are shipped by the passenger trains, where the consignor arranges for the consignee to receive them at the depot on arrival. This will also lessen the cost of transportation ; for, as I am informed, these express companies pay the railroad companies a sum equal to first class freight on freight trains, while the express companies have been in the habit of trebling this cost. We can, therefore, dispense with the express agents, or middle-men, between the orchardist and the consumer.

I think that I have shown that the stockholders of railroads are interested with us in dispensing with all that army of middle-men who simply levy toll on the business and industry of the country, without in any manner adding to its wealth.

In the curing of disease, the first object is to learn its cause and mode of propagation before we are prepared to administer a remedy. If I have been able to point out to you the errors of the middle-men, I shall be well repaid for the time spent in the investigation.

On motion of Mr. Adams, of DeWitt, speeches were limited to five minutes.

Dr. Hooton said some of the middle-men intended to make a short and sharp fight. Some manufacturers had said the farmers would repent,

and men had refused to take agencies for manufacturers since the manufacturers sold to farmers' clubs. Agencies were now undertaken with the agreement of the manufacturers not to sell to farmers' clubs. He intended to negotiate, and thought the Convention should act. He believed the manufacturers would soon come after the farmers. He had talked with one manufacturer, and asked 'why he could not sell a plow for \$11 for which his agent asked \$16. He replied, if he did so, he would, by his agreement, have to pay the agent \$6. They must get rid of the middle-men.

Mr. Hennessy, of Fulton county, said that one manufacturer backed down from such conditions in order to get the trade of his club.

Mr. Patterson said manufacturers were watching this meeting to see if their kite was going to fly. He thought if the clubs were thoroughly organized the manufacturers would meet them half way.

Mr. Gorham said the manufacturers in the northern part of the State were ready to change their policy and sell at a reduced per cent.; that the corn planter men alone had combined to not sell to clubs and compel the consumer to go to the agent.

Mr. Smith said the clubs would meet this combination by a loaning of planters to each other. It was tauntingly said we have raised too much produce and so reduced the price. Now, suppose we turn in and use the old corn planters for a few years, won't there be a surplus of corn planters?

Mr. Buell, of Whiteside, said the associations had worked well up his way. He believed it necessary to make some changes, and to establish a depot, and employ some man to attend it entirely. The result of the lowering of the prices of implements to members of the club was that it lowered prices in the whole neighborhood. Middle-men were needed, and should not be complained of, unless taxation grow too heavy. The farmers must try to produce cheaper and transport cheaper.

This subject of purchase of implements, and the difficulties the clubs had to contend with, was discussed by many others at considerable length, the general tenor of which, together with the facts elicited, was that where the farmer was ready to pay the cash for his implements or goods, there were plenty of ways to obtain the needed supplies at fair prices. The practice of purchasing on credit was condemned quite generally. Should the cash system be adopted, the manufacturer will be as glad as any body of men, and no doubt will meet the consumer on fair terms.

Mr. Prickett said in his county a club wanted to buy from a manufacturer. He refused, unless they would buy more than the agent sold. The club let him alone, and now he had come to ask the members to buy. He and others were making propositions, and offering to deduct 27 per cent. from their retail price. By doing this, the manufacturers

would be brought to terms. This Convention would demoralize them still more.

Mr. Cr  ed, of Marion, said they could not crush down the farmers, no matter if all united. That intelligent class, which was the starting point of everything grand and glorious, could not be overcome. All they had to do was to organize and go ahead, claiming that their rights too were to be protected. Their influence was irresistible, when they chose to use it. Mechanics—all, had a system of organization, but the farmer. Mechanics were protected, and now the farmers met to talk about their protection. He wanted farmers' clubs everywhere, beginning in Chicago. It was useless to talk. If the roads would not yield, they had men and money to build a road from Chicago to Cairo.

A delegate from Knox said that the farmer was the toiler, and on account of the drudgery, the occupation had become repulsive, and even those reared to it were trying to get to town to become clerks, etc. He objected to seeing stout men acting as dry goods clerks, when they could follow some useful trade and become producers. They should get rid of the middlemen, and, by giving their profits to the farmer, ameliorate their condition. Mothers and daughters could do nearly all the merchandizing that was necessary.

Mr. West, of McLean, offered the following, which was referred to the Committee on Resolutions :

*WHEREAS*, The Statutes of the State specify the number of pounds that shall constitute a bushel of the various kinds of grain ; and

*WHEREAS*, The local grain-buyers in many portions of the State still persist in taking three pounds more per bushel on every bushel of oats than the law provides ; therefore, be it

*Resolved*, That we do hereby recommend to the farmers of Illinois that they sell all grain by the legal standard only.

A delegate from McLean county said the middlemen or the club must buy from the manufacturers. But there was, perhaps, wrongs on the side of the farmers as well as of the middlemen. The extra high rates were owing to the uncertainty of the pay. If only two out of three paid, they paid for the third. Many farmers were very slow pay. There were large exemption laws, and the result was it was hard for the manufacturer to collect. It would be better if a man's property, above his actual necessities, was held for his debts.

Mr. Beers, of Fulton, thought the farmers could get rid of the middlemen by perfecting their organization. Then there would be no trouble with the manufacturers.

Mr. Lawrence, of McDonough county, agreed with the preceding speaker. The best thing to do was to provide for a State purchasing agent, and let him correspond with all manufacturers, stating he spoke for fifty thousand Illinois farmers. They would give him the lowest terms. Probably that would break up wholesale agencies. Then the

local agent send their orders to the State agent, who will have hard work, and should be fairly compensated. It would not be long before every township had its club, and would be in connection with the State Association. But they could not get cheap agricultural implements as long as Pennsylvania iron-makers get a 60 per cent. bounty, and Michigan lumbermen a bounty of 20 per cent. If the farmers were disposed to support such a system, of course manufacturers treated them as fools.

Mr. Wilkins, of Henry, said they must work, and must have organization everywhere. It was true that the sons of farmers were driven from home, since those homes were not made as attractive as they should be. But that was a thing which farmers could themselves remedy. The working classes were six-sevenths of the whole population, and paid nearly all the taxes, and yet they were robbed in every way. They must concentrate. The National Bank System was another heavy tax. He did not war against capital, but he did not want it protected so much.

The Committee on Credentials made a supplemental report, recommending the admission of a number of delegates from Henry, Macoupin, Livingston, McLean, Grundy, DeWitt, Woodford, Tazewell, Piatt, Union, Ford, and Logan counties.

At the morning session, second day, the Chairman, Mr. Flagg, announced that the Committee on Permanent Organization, with constitution, and the Committee on Resolutions, would report at the opening of the afternoon session. Then calling one of the Vice-Presidents to the chair, he addressed the Convention as follows :

#### REMARKS OF HON. W. C. FLAGG.

In view of the fact others are to be heard on the abuses and the methods of reforming railway management, I shall devote the few words I have to say to a brief statement of the case.

The railway systems of the world are the growth of the present century, are mainly the product of the last fifty years of our modern civilization. They now extend from far off Japan and Australia, through Asia, Africa, Europe, and North and South America, and their tracks ranged in line would put a six-fold iron girdle round the globe. These systems have grown up under various governmental provisions, and may be classed as follows :

1. Roads built, owned and managed by governments, as in the case of Russia and other despotic countries.
2. Roads partly built and controlled by government, so that private and government enterprise compete on parallel lines, as in the case of Belgium.

3. Roads built on guarantees and subsidies offered by government to private companies, as in France, Austria, India and in the case of our Pacific and Illinois Central roads.

4. Roads built under charters granted by government to private companies, under which class come the British and American railroads, with the very important difference that the British charter is granted by act of Parliament, the supreme and irrevocable law of the State, whilst the American railway charters are granted by State legislatures, and subject to the limitation of State and Federal Constitutions, and of Congressional enactment. It will be perceived that races have followed their instincts. Autocratic and centralized governments can conceive no better method of doing anything than to make it a governmental function. Under democratic and localized governments the people are jealous of governments engaging in such enterprises, and have a great faith in competition between private enterprises as a regulating power, and so English and American law-makers, ignoring the farmer's dictum, of Robert Stephenson, that "where combinations are practicable, competition is *impossible*," have, with some exceptions, given private railway companies charters without limitations, except that imposed by the common law upon common carriers.

Let us examine now briefly the merits of these different systems, so far as we have the facts. A writer in the "British Quarterly" for October, 1872, gives the rates of fares on Prussian railroads at about three cents per mile for first class, about two and one-half cents for second class, one and one-half cents for third class, and about eight mills for fourth class trains. In Austria and France, the rates are somewhat higher, the maximum being three cents and seven mills, and the minimum one cent and nine mills per mile. Belgium fares are two cents, one and one-half cents, and one cent per mile for first, second and third class. This is on railroads whose cost of construction, according to Poor, ranges from \$74,000 to \$158,000 per mile, whilst the average cost of those in the United States is \$44,000, or not more than one-third the cost. I have not the exact figures, but we know that very low freight charges are made in these countries, in all of which the national administration, directly or indirectly, controls the rates.

In England, on the other hand, where government control is waived, the average passenger rates—the same writer informs us—are four and one-half cents—three cents and two cents per mile for the three classes of passenger trains; and the freight rates, although the average charge cannot be given, are evidently far in excess, perhaps double, those charged upon the continent. In addition to this, there is a terminal charge of not less than twenty-five cents, and as high as \$4 per ton for careing and delivering goods. Yet coal was carried without loss, at a cost to the railroad company of less than three mills per ton per mile, and pas-



engers were carried in certain cases at from one-third to one-half of a cent per mile without any, or at most one-half per cent. diminution in the dividends of the companies, showing that the high rates for freight and passengers ordinarily charged by the British railways are not required as a matter of policy on the part of the railway companies, whilst they prevent the cheapest and most general service of the public.

Coming now to the United States and our own State of Illinois, in which the English system, with more liberality and opportunity for competition, has been adopted, we find, indeed, what is an advantage in this system, a very energetic prosecution of railway enterprises. Illinois, that in 1850 had 111 miles of railway, had 2,790 in 1860, 4,450 in 1870, and now, according to Governor Palmer's late message, more than 6,000 miles in the beginning of 1873, or a mile of railway to every 400 inhabitants, and four miles of railway for every township in the State. We certainly cannot complain that we are not tolerably well provided with railway facilities. Few States of the Union can make a better showing, and looking at the facts that whilst the charge of tonnage by wagon roads has been calculated at 26 cents per mile, and by canals 8 cents per mile, it has been reduced to 2½ cents per mile—using English figures—we have doubtless done much to improve our condition.

But, look at facts like these and tell me what they mean. In 1853, the three railways in operation in Illinois—the Sangamon and Morgan, Chicago and Mississippi, and Galena and Chicago Union—averaged 3½ cents per mile for passengers. In 1859, six years later, 3 cents was the average charge on ten different roads. In 1865, six years later, the average rate on seven different roads, whose rates are given, was 3-2-7 cents per mile, and in 1871, six years later, on eight different railroads converging at St. Louis, it was 4½ cents per mile. Thus, in the period of eighteen years, during which our population trebled, and our products and trade increased in a far greater ratio, in the face of a supposed active competition, and wonderful increase in business, our rates of passenger fares *increased* 40 per cent.

But the passenger traffic of our railways makes only a small part of its gross earnings. Taking the gross earnings of eight of our principal railways, for 1869, I find that the passenger earnings were as low as 10 per cent. of the gross earnings on the Illinois Central, and as high as 40 per cent. on the Ohio and Mississippi. The average was 27 per cent. The railroad and warehouse commissioners also made it 27 per cent. by their first annual report, while 6 per cent. came from other sources, and 5 per cent., or two-thirds of the whole amount earned, is from freight earnings. Their late report gives 23 per cent. for passenger, 70 for freight, and 7 per cent. for miscellaneous earnings.

I have not the information in relation to the increase in charges for freight similar to that furnished by our old railway guides in relation to

fares, but we know there has been, in the face of supposed competition and increasing business, a fluctuating and largely increasing rate of charges.

In 1871, the whole of the freights on three of the roads leading westward from Chicago, averaged 2 cents and 6 mills per ton per mile whereas, in 1856, we were charged on freight shipped from the south northward, as I remember, not exceeding one cent and five mills per ton per mile. Freights, I believe, have increased, even upon thoroughfares and competing lines, from 50 to 100 per cent. above the rates of fifteen and twenty years ago. A correspondent of the State Register, at Springfield, stated, a few weeks since, that corn, worth 65 cents in New York, was obliged to pay 42 cents freight to reach the seaboard, leaving a balance of 23 cents to pay for production and shipment. Mr. Ferguson, of Troy, New York, shows that for the last five years it has cost the shipper, producer and consumer 31 cents to send a bushel of grain from Chicago, and 37 cents from St. Louis to New York, whereas, the actual cost to the transportation company might be, and perhaps is, as low as 6 cents per bushel. In Iowa, we are told, on distinguished authority, that it costs five bushels of corn to send one to the seaboard. Thus it would seem that even upon through shipments, where the competition of rival lines might be expected to work a legitimate result, competition does not give an entire or satisfactory relief, and in many cases none at all.

I need only to allude to what will be spoken of more at length by others—the abuses growing out of the isolated and dependent position of communities and towns that have but a single railroad, and no river or other convenient outlets. Here, clearly, competition and private enterprise does not afford cheap and equitable means of transport. I need only allude to the express companies and the freight lines that do, at increased expense to the public, the proper work of the railway company. I only remind you of well-known facts when I state that a large part of the capital invested in these railroads was paid as original stock or bonuses by the citizens of Illinois, and is yet, to-day, in the hands of men who have not rendered any adequate consideration therefor, yet claim dividends and earnings upon a capital they have never invested in the roads, upon \$42,000 per mile, when they have acquired the roads for \$25,000.

Looking at all these facts, and others, not in the line of my present argument, I cannot pronounce the railway system of England and America a success. I see the necessity of a recognition of the truth long ago enunciated by John Stuart Mill, that roads, canals and railways, as well as gas and water companies, “are always in a great degree practical monopolies, and a government which concedes such monopoly to a private company, does much the same thing as if it allowed

an individual or an association to levy any tax they choose for their own benefit on all the malt produced in the country, or on all the cotton imported."

It is a mistake we have made, and we must correct it. What is the most feasible manner of controlling the power we have evoked, is the proper subject for the deliberation of this Convention. It may be direct regulation by act of our General Assembly. It may be by the condemnation of the franchises that have been abused, and perhaps forfeited. It may be by enforcing the principle of our State Constitution, and making the railroads in the State, in fact, what they are in theory—public highways. It may be national legislation under the constitutional power to regulate commerce among the several States, or other power, if amendment be necessary, so that the vast combinations of lines that already more than half span the continent shall be made subject to one general and equitable law of freight and passenger rates. It may be by building or condemning national railways that shall traverse the continent north and south, east and west, and running with fixed rates compel the private companies to reasonable rates. It may be one or many of these. But that relief must be had is certain. If legislatures, nor courts, nor executives can furnish it, the people themselves can and will. But I believe, and maintain, that there is an adequate remedy in all, and that we only need to insist and require that our officers do their duty. The unjust judge that decides that the people have no rights that the railroad corporations are bound to respect, should be retired to private life. The legislative railway attorney should be excused from farther service. It is certain that all who falter or fear must make way for better men, and our courts, our legislatures and our executive officers should be required to be a unit in making the railway corporations what they were intended to be—the servants of the public, doing fair work for fair pay.

At the close of the address, Mr. H. C. Lawrence, of McDonough county, addressed the Convention at considerable length, as follows:

#### SPEECH OF H. C. LAWRENCE.

The Government had its three grand divisions: Executive, Legislative and Judicial. The Legislature made the statute law, and the courts defined the common law. What the common law was on the subject of contracts was defined by a long series of decisions. The railroads were created by the Legislature, which could give no more powers than it itself had. In the old Constitution, the power of the Legislature in granting charters was not limited, and all the old roads had charters granted some time ago, and which left the regulation of charges to the roads. Their avarice had grown by what it fed on, and

they had gone on to water stock and increase rates till it could not be borne. The people had tried to get legislative protection by regulating passenger fares and discriminating rates. General McNulta had stated that the last provision added nothing to the rights of the people, for, as common carriers, the roads were required to do what the law required them to. The Federal Constitution provided no State should pass any law impairing a contract, and the courts had held a railroad charter was a contract. The question was, not to say what ought to be, but see what could be done, acting as business men. The Federal Courts, up to this time, had sustained these corporations. If the Legislature interfered with the charters, was it not a violation of the contract, and opposed to the United States Constitution? If the Legislature could reduce the railroad rates at all, could they not cut them down to nothing? Many lawyers had said they saw nothing to lead them to hope that the Supreme Court would change its position. It was the duty of the judge to administer the law as it was, and not make it. They could not, and should not, hand over to the judiciary the law-making power. They could not transfer legislative powers to a different branch of the Government. Time was now of great importance. They paid twenty millions too much in freights or produce, etc. If they stuck to the legislative remedy, it would be protracted for years, and in five years they would have paid a hundred millions. If there was a speedy method of getting out of trouble, had they not better adopt it? His idea was something like Governor Palmer's. The State had the right of eminent domain, to condemn anything that was necessary to the State. It could say to any railroad that it was oppressing the people, and that it would take its property after it had been valued in some proper way, and then become the owner of the road. The debt could not be increased, except by popular consent. The people might vote whether the State should issue bonds to buy the roads. If authorized, the Legislature would provide for their issuance. The roads would then return to the State a liberal revenue. It could sell them out, or use them itself, as New York did the Erie Canal. It would probably be better to sell them to companies which would be bound by the new Constitution. That plan, he believed, could be carried out in a couple of years. It had also been suggested that a great central freight line be built across the State, with lateral lines. It would be hard to get the people to decide where they should be located, since all would want to be near them. It would be expensive as well as difficult, and, when it was done, it would be hard for it to compete with existing and well-planned roads. He objected to it in every respect, not least because they would have to go to Congress and get a charter from men so many of whom were corrupt. Besides, the tendency to concentration and imperialism

had gone far enough. The President and Senate, regardless of politics, made a corporation whose views never changed. He did not want to say to them that Illinois was not able to protect itself. The people had the power, and they should put in motion measures which would relieve them, in case they could not get relief by legislative enactments. It looked badly to go into debt again; but the State got a fair equivalent for all it bought. There was no question as to the power, and it did not take so much time.

#### REMARKS OF J. H. ROWELL.

*Mr. President and Gentlemen:*

The one question of paramount importance to be settled in the next few years, is how to bring consumer and producer together so that the consumer may get a fair equivalent for his money, and the producer a reasonable recompense for his labor and invested capital.

This Convention represents the producing interests of Illinois, and is understood to have, as one object of this meeting, the discussion of ways and means to secure reasonable freight charges from those who are engaged in the carrying business, and relief from the extortions of middlemen.

We are deeply and vitally interested in this question. Whatever injuriously affects the producing interests of a State, sooner or later reaches every other department of business. In self-defense, we, who are not supposed to produce anything, who belong to the drones in society, and who are sometimes justly accused of being indifferent upon these practical questions, are forced to join you in the contest with monopolies and consolidated wealth.

This, in part, accounts for my being here to take part in your deliberations. Having been required as a public officer to engage in the attempt to enforce the freight laws of the State, I have necessarily given a good deal of attention to the legal questions involved. If that attention has given me any knowledge of value, you are entitled to it, and the giving will make me none the poorer. I must be permitted to say, however, in justice to myself, that professional duties have interfered with personal inclination, to such an extent, that I shall not be able to give you such results as you have a right to expect.

What, then, do we of the West require? The answer is simple and can be given in three words, "permanence, uniformity, cheapness."

Fluctuating freight tariffs are more injurious than fluctuating values in money, for money may be invested permanently, but produce must be marketed in its season. We know that prices vary in accordance with the abundance or scarcity of any commodity. If food is cheap, consumption increases, if dear, consumption diminishes. For that

reason, the farmer may safely assume, that when he gets his crop to the consumer, the aggregate of his yearly returns will not greatly vary. If he could count just as certainly on freight charges, he could determine with reasonable certainty the value of his labor and capital, his yearly net returns, and may, by this means, regulate his ventures and investments without the danger of loss continually confronting him. If, however, freight charges are to be made to subserve the purposes of gamblers in railroad stocks, are to be increased or diminished as it suits the whims of such men to send the price of stocks up or down, then there is the constant uncertainty whether the end of the year will find us with money in bank or the sheriff in the house. Such a state of things is luxury to day, and bankruptcy to-morrow.

The same is true of uniformity. If freighters may carry for one town at a loss, some other town will have to make it up. Competition is the business of individuals; but railroads cannot go to every village and farm house: the village and farm must come to the railroad. Hence competition with these affects few localities favorably, and always to the detriment of communities away from competing points, since they must pay the losses and furnish the profits. Enforced uniformity gives every community the benefit of competition, whether in direct contact with competing lines of road or not. Establish uniformity, prevent consolidation, and the last desideratum—cheapness—is sure to follow.

The practical question is, how are we to secure these results and what can this Convention do to aid in securing them?

To me there seems but one answer—one right way—and when I get to it, I hope to make you understand that way. But before we attempt the answer, it is well to inquire just how we are situated. Not many years ago the seat of empire and the home of commerce were on the sea coast and along the great rivers. Forest and prairie in the interior held out few inducements except to those who could dispense with the requirements of civilization. It was useless to go beyond the reach of demand for produce, and raise corn to rot in the crib. Within the memory of many here, the railway system came into existence and changed the whole current of our lives. Encouraged by its promise, the prairies were peopled as if by magic. Where yesterday was the desert, to-day is the garden. Towns and cities have sprung up far inland, and become the busy hives of industry. Capital has come to our help, and all the business of the world has adjusted itself to the new order of things. These inland towns distribute prosperity, check the concentration of power in the great commercial centres, and help to defend the people against the dangers of large cities, and keep at home the money necessary to build up and prosper the whole country.

It has been a magnificent advance towards greater physical comfort and higher moral and mental culture for all the people. And so the railway system has become a permanence. We cannot abandon it if we would, we ought not if we could. It is a part of the world's wealth: like a great truth, it is every body's right to have and enjoy it. But truth, sometimes, affords a splendid cover for falsehood. The more valuable a thing is, the more dangerous it becomes when its use is perverted. I know of nothing of which this can be said with more truth than of the railway system. Needed, imperatively demanded, we were so overjoyed at its coming that we neglected to shut the gate against its attendant evils, and these are crowding in so fast that our attempts to arrest them have thus far been attended with slight success. We have no quarrel with well regulated railroads. There ought to be no antagonism between us. They are the People's highway; by their aid we are all neighbors. Our war is with abuses. Let us examine some of them. There are in this State alone \$254,000,000 invested in railroad property: no other single interest represents such an aggregate of wealth. All this immense sum is capable of being controlled and directed by a few individuals. On all questions where railroad interests conflict with the interest of the public, the influence of this wealth is a unit against the people. It is the organized, disciplined, and well equipped army, against the unorganized, unarmed, and unofficered militia. It employs great armies of men in operating the various lines of road. It is the best customer to the press; it controls the telegraph lines; has the readiest access to the public ear, and is the all powerful abettor or the terrible foe to political aspirations; it pays the best price and calls to its aid the best financial ability of the country: in every country town where a railroad line is located, it keeps in its employ the best legal ability. By means of its extensive connections, its reports, its perfect and systematic organization, it obtains more accurate information about the condition of the country than can be secured by any other interest. A railroad corporation is soulless, and yet immortal. Wiser than philosophy, it has found in a perpetual charter the elixir of life. When our fathers abolished the law of primogeniture they supposed the country was secured against the evils of vast individual wealth accumulating from generation to generation, because the certainty of death would bring certainty of destruction. But a perpetual charter, granted without consideration, has become a spindle to twist the gossamer thread across the chasm of death. All this vast and constantly augmenting wealth is under irresponsible control. A corporation can neither be hung nor sent to the penitentiary; that is to say, there is an entire absence of individual responsibility. Vigorous, alert, all-powerful and perpetual, it only needs unscrupulous managers to become a worse tyrant than Nero

—a more dangerous master than Robespierre. Need I say to this Convention, that it is in the power of the railroad corporation, unrestrained by law, to bankrupt the Northwest in less than three years. We are heavily burdened with debt; relying on the help which we hoped to get from competing lines, we have voted vast subsidies to aid in the construction of new roads, and must now meet our obligations. Trusting to the promise of cheap freights, we have placed a fictitious value upon our lands, have borrowed money to make improvements and increase the number of cultivated acres, and must drain the country of money to pay interest on Eastern loans. Had the promise of cheap freights been fulfilled, and had we, at the same time, been as skillful in devising expedients to avoid using so many middle-men as they have in inventing ways to squeeze us, we could easily meet our obligations out of the margins left over the cost of production. But, with the control of our railroads in the hands of stock gamblers, in no way interested in the permanent prosperity of the country; only interested in the profits to be made by fluctuating values in railroad stocks; with express and fast freight lines to absorb all profits in operating the roads and so force honest capital in other channels; it requires no stretch of the imagination, no croaking of the Prophets of Evil, to make us understand how all our margins must be absorbed by these monopolies, how the value of labor will be reduced; and your magnificent farms, now rated at from \$50 to \$100 per acre, will be so reduced that a first mortgage on a section of land will be classed as doubtful security for a thousand dollar loan.

Is there any road out of this darkness? I answer, Yes; a straight lane with no turns to it, no danger of getting lost unless we jump the fence.

I propose to make that very clear to this Convention, and I tell you now, it leads through the Court house and State house, and ends in Washington. That is, it requires legislation, State and Federal, and courts to sustain and enforce the laws.

When I say this, I expect some one to say to himself, if not louder, "that is what I expected; a lawyer sees no utility in anything unless it has a law suit in the belly of it." I do not stop to repel the charge; on the contrary, I freely admit that men are apt to magnify their own business, and to see in it the safest course for everybody. I further admit, that when I first entered upon the investigation of the railroad question and the legal question involved, it was because it became my official duty to do so, and not because of any settled convictions or well defined opinions in regard to the ultimate good to be accomplished.

I just as frankly say that in the outset I had little faith or hope, but that as we proceeded, and the interests involved began to show them-



selves, my sympathies became enlisted, and now I assure you I am earnest, as having a common interest with you in the prosperity of the country, and as being involved in the same common danger.

When I say the road is straight, I don't mean that it is smooth & easily traveled—far from it; its every pass is guarded by a standing army, and it is going to take the united, organized, and well-disciplined efforts of North-western farmers to force a passage.

It will be admitted, without argument, that if State Legislatures can pass laws which the *courts will uphold*, limiting freight charges and preventing discrimination, and if Congress can pass similar laws in regard to inter-State traffic, that then it is only a question of will to *enforce* the laws.

The politicians will pass the laws for us; they will do anything in exchange for votes—except hard work; for votes, after all, are the power in this country.

A law, however, very soon becomes a dead letter on the statute books when there is a powerful organization and plenty of money engaged in opposing it, unless its enforcement is demanded by an enlightened, interested, and well organized body of unpurchasable men.

I am here to say that the Legislature can pass such a law as we demand, and that the courts will sustain it. The trouble has been, that without thorough examination lawyers have tacitly accepted the railroad view of the matter, and for that reason the people at large have rested in the belief that some revolution in our legal system would have to take place before relief could come from that quarter. It may surprise you when I say that the exact question is now for the first time before the courts; that it has never been directly decided, and that, therefore, no lawyer is authorized to speak by authority, and say that the courts will not uphold such a law.

This is the railroad view—the claim of the monopolists: That every private charter, taken as a whole, and in each of its parts, is a contract between the Legislature and the corporators, incapable of being annulled or changed, except by consent of both contracting parties. That so soon as a charter is obtained, and organization held under it, the corporation becomes possessed of certain vested rights which cannot be taken away without violating that section of the constitution of the United States which prohibits State Legislatures from passing laws impairing the obligations of contracts.

Among these vested rights they claim the power and the right to charge such freights as they choose, to raise and lower the charges at pleasure, and to favor such terms as may suit them, and discriminate against others at pleasure, under this concession, however, that charges must be reasonable.

But they deny the right of the Legislature to determine the rule of reasonableness. This, they claim, must be determined by the courts, upon evidence introduced in each case brought on for trial. Such a concession is of no practical value to us, and is in no way dangerous to them. On the contrary, it is their safety-valve. By its means newspapers can be apparently on the side of the people, and yet effectually work in the interests of the corporation.

It is plausible to insist that the courts can control these roads, that the law furnishes ample remedy, and in that manner oppose all further legislation. Talk as hard as you please about extortion, only insist that we need no legislation, and you will hear no complaint from the monopolists. That is just what they want, Quaker guns, behind which to plot mischief.

Oblige me in every suit against them to go into an investigation upon the value of their investment, the cost of operating their road, the annual wear and tear of machinery and material, the value of accident risks; force me to hunt up all the devices resorted to to put money into the hands of sub-railroad rings and keep down the dividends to non-official stockholders, and, in addition to all this, oblige me to resort for my evidence to the books of the company, kept and manipulated by willing and skillful employees, and you can readily understand that freight charges would never be proven to be unreasonable, though railroad kings may count their incomes by the million.

This extraordinary claim of vested rights in a charter contract is based upon the much talked of and imperfectly understood decision in the famous Dartmouth College case, pronounced by the Supreme Court of the United States many years ago—a case which in no way runs parallel with the one under discussion.

We deny this whole claim of the railroad companies, and all other corporate monopolies—deny it on the authority of well considered adjudications, and on the still better authority of sound reason. We claim that the *Legislature* has the right to say what is a reasonable charge for carrying freight and passengers; to say that there shall be no unjust discriminations between localities, and to declare what is unjust discrimination, and thus avoid all the difficulties about evidence, and the dangers in the way of contesting charges so as to make the respective rights of the railroads and the people matters of certainty, easily enforced and thoroughly safe to all parties. I think I can demonstrate this so plainly that anybody but a railroad lawyer, or an interested editor, can understand it, and that, too, without going into any lengthy discussion of constitutional questions.

If I wish to buy my neighbor's farm, it is only requisite that I have the means, and that we agree upon the price. I need no charter to

enable me to buy, nor will all the charters in the world force my neighbor to sell, if he wills otherwise. Our trade is not of the character which falls within the legitimate sphere of legislative compulsion. I may use my own as I please, so I do not deprive another of the same right. These are legal principles, which we learn as we learn to talk and don't have to go to a law school to become indoctrinated in the.

But there are things beyond the reach of individual effort, but so absolutely necessary to the existence of society, that they cannot safely be left to individual consent.

When you find these things, you have arrived at the business of government.

To coin money and determine standards of value, to regulate weights and measures, to open avenues of communication between neighborhood and communities, to establish courts where private and public rights may be enforced and wrongs redressed, to make general police regulations and provide for the public safety, to punish crime, to provide postal facilities, to regulate commerce, and see that the laws are executed, are all legitimate governmental objects, because all are interested in them; the existence of society depends upon the power to provide for them; that is to say, they cannot safely rest in individual consent.

Measured by this rule, where do railroads belong? Are not all interested in having them? Are they not the great avenues of trade and commerce? and can their construction safely be left to individual consents? Who has not had sufficient experience in attempting to get highways opened in the country to learn how tenacious men are to hold on to their lands, and how much power it takes to make them give way to the public interest? Is not the reason obvious why public highways are built by the public, maintained at the public expense, and so rightly that nobody ever presumed to question either the power or the propriety of government control. Can you build a railroad through my farm against my will, without resorting to the same power brought into requisition in building common roads, the power of eminent domain? the power to take private property for public use? That power cannot be exercised to transfer one man's property to another for the use of that other, however much it may be desired. It necessarily follows that property taken by the power of eminent domain, for the purpose of constructing a railroad, is either wrongfully and illegally taken, or it is taken for a public use, and it just as necessarily follows that when taken for a public use the user must continue public. The agents having charge of such property are in possession of public property, and not only public property, but property held, controlled, and operated by them for the use of the public, if they have not diverted it to other than the uses designed, and if they have, their acts were illegal, and it will hardly be claimed that a better position can be gained by

means of such unlawful acts. As well might a man claim title to property on proof that he stole it. They are then public agents, or political agents—for the terms mean the same thing—engaged in executing a public trust.

They are either public or private, and if private; what becomes of the public use? And here let it be remembered that there is a broad distinction between *public use* and *public purposes*.

Whence came the right to call upon the State to condemn lands for roadways, and put the lands into the possession and control of these agencies, if they are private agents, operating and controlling the property in the interest and for the benefit of private investors? At the bidding of the people, speaking through the legislature, the courts have sustained these corporations in condemning lands—rightfully sustained them—and on principle.

Whence came the right of these corporations to receive subsidies voted by the people, and the power to enforce the issue of bonds, and the levy of taxes, in aid of railway construction? The courts have sustained that right and that power, and now it is as unquestioned as the right to levy taxes for school purposes. And they have done this on the express ground of public agency.

Does any one suppose that the courts would uphold a tax levied for the purpose of aiding in the erection of a store house for one of our city merchants, or even for the support of a private seminary of learning under the control of private persons, with no power of visitation reserved to the State?

So long as these corporations were in need of your lands and your money, while you were doing the giving, and they were the recipients of your trusting generosity, they meekly accepted and blushinglly wore the honors of public agents, so gracefully conferred upon them by the courts. But now, when it is your turn to receive, when you call upon them to discharge the public duties voluntarily accepted by them; when you demand obedience to the legislature in administering the property which you placed in their hands, you are told that they are higher than the law; that by the improvidence of former legislatures your rights were surrendered into their hands past recovery; that by the mistakes of the courts the unwilling have been forced to pay them tribute and build up their fortunes; that having got the better of the courts and the people, and so grown fat and powerful, they now intend to procure a reversal of these rulings, and bring the courts back to the letter of the law, as it now suits their necessities.

Believe me, the law is not such foolishness. The courts having sustained the public character of these agencies, when the people were paymasters, and on principles in harmony with all the analogies of the

law, and with public necessity, I have a right to say that they will continue to uphold the same principles, to announce the same doctrines, and that the slight circumstance that the parties have changed places will not change the law applicable to this case.

When hackmen and draymen, millers and ferrymen, working for the public, may have a limit put to their charges, without a court inquiry into the amount of their daily earnings; when rates of interest may be fixed, and professional fees established; it don't seem to me presumption to say that the same thing may be done for railroads.

A railroad charter is a contract of existence—nothing more. If it is to be considered anything beyond this, the legislature has no power to grant it. But the courts have upheld the grant, and shall it now be said that they will not uphold the incidents to the grant, and declare the public character of all railroad corporations?

Here is the whole story in a nut-shell: The power of eminent domain and the power of taxation have been lawfully used in the construction of these roads. They are, therefore, public highways. The corporators are the trustees of the public, engaged in administering a public trust. They are a part of the political machinery of the State—are political officers as much as the sheriff and circuit clerk are political officers. Like them, they are compensated for their time and capital by being permitted to charge fees, and like them their fees may be established by the power that created them, the legislature. Now, I think the proposition is understood by everybody here. If it is good law—and it is—what need has the State or Nation to build more lines of railroad? We own all the roads now—flat cars, locomotives, depots, and road beds, ties and iron, all belong to the State—the corporation having a qualified property in them, and the right to perpetually execute the trust, if they obey the law; for this is the condition under which they invested their capital. Let us go to work and regulate what roads we have got, and see how that works, before we build more. This is the straight road, the safe way.

Now, what do we need by way of legislation? At present there is no law fixing maximum rates of freight. The only law we now have is a law which says to the companies: Fix your own rates per mile, but when you have done that you must treat all alike. That law is being tested; it is now before the Supreme Court of the State, and will be considered by that body at its present session at Springfield. I do not fear the result. Your legislature is in session. Ask them to give us the other law.

One other thing is needed: A permanent railroad bureau, as a part of the executive department of the State, charged with the duty of overlooking our railroad property, examining into the cost of manage-

ment, the amount of traffic, the appliances for speed and safety, the exclusion of blood-sucking, fast freight lines, and the enforcement of the law. It is idle to talk about enforcing obedience from these overmastering monopolies by private effort. It will be found altogether too costly and unequal. The State must take it in hand, as it does the punishment of crime, and its penalties for willful disobedience must be forfeitures.

The courts move slow, but whenever public opinion becomes crystallized conviction, they never fail to give it the voice of authority. A good old maxim of the law tells us that when the reason of a law ceases, the law itself ceases. By its aid many a musty precedent has been swept away, and has given place to a better and juster rule.

With the producers of Illinois organized and united, with an enlightened understanding of the issues involved, not forgetting that the lawyers may be found necessary evils in the fight, with faith in the purity and eminent ability of our Supreme Court, within the next six months we shall bear the voice which emancipates us from the tyranny of railway monopolies.

At the close of his speech, Col. Rowell said that lawyers made their cases by good witnesses, and that he had one ready to testify to the truth of what he said. He called Hon. R. M. Benjamin, who, upon being introduced, spoke as follows :

#### REMARKS OF HON. R. M. BENJAMIN.

I need hardly say on this occasion that I fully sympathize with the object of this Convention. Illinois, with her broad and fertile prairies, is the great grain-producing State of the continent. Ours, more than any other, is an agricultural State. To the farmers of Illinois, the State is almost solely indebted for whatever of prosperity and power it has heretofore possessed and enjoyed. While other States have depended on their manufacturing interests and their mineral resources, our main reliance has been upon the products of the toil and industry of the tillers of the soil. Here is the real foundation of the wealth of Chicago and Cairo and our other cities, as well as that of the State at large.

Anything that destroys or cripples the agricultural interests of the State is an evil of no less magnitude than a public disaster. We all recognize such extensive evils as conflagrations and loss of crops as public calamities. And what is the difference to the public whether crops are lost by reason of a wet season, or a drouth, or a killing frost, or by reason of inability to get them to the markets of the world on account of the exorbitant charges for their transportation, demanded and exacted by corporations which, created by the power and nurtured

by the wealth of the people, have monopolized and arbitrarily assumed to control at pleasure the great public highways of the State. But while you cannot prevent or anticipate rainy seasons and drouths and early frosts, it is at least a worthy effort—nay more, it is a duty you owe to yourselves and the public—to attempt to devise some means by which you can realize adequate compensation for your honest toil and industry. The low price of corn at home and its relatively high price in the Eastern markets, show that there is a wrong somewhere. And it is not difficult to ascertain in what that wrong consists. You can trace it directly to the heavy tariffs imposed by railroad corporations, and their assumption of the right to do this in defiance of the constitution and laws of the State.

In considering great public questions, it is always well to go back to first principles. According to the theory of the British government, sovereignty resides in Parliament, in that political body formed by the King (or Queen), the House of Lords and the House of Commons. In this country sovereignty resides with the people. Under European systems powers are reserved by the government, and rights granted to the people. Under the American system rights are reserved by the people, and powers granted to the government. The phrase "Omnipotence of Parliament" is not applicable to our State Legislatures, organized as they are under written constitutions. It was an apothegm of Sir William Cecil, that "England could never be ruined but by a Parliament." In this country, thanks to our constitutional form of government, the people of a State cannot be ruined by the Legislature. The people are the fountain of power, and the stream cannot rise higher than the fountain.

The constitution of a State is the fundamental law enacted directly by the people. It will be conceded that no department of the government can transgress any of its provisions. It must also be admitted that the structure of the government, its essential character, its modes of action, as prescribed in the constitution, are as obligatory on its departments as a mandate or prohibition expressed in words. Thus the constitution of this State declares that "the legislative power shall be vested in a General Assembly." But there is no provision, nor is there need of any, that the General Assembly shall not permanently abandon or irrevocably dispose of its legislative power, because the structure and essential character of the General Assembly requires it to retain and exercise power again and again as often as the public interests require. While, therefore, it must be admitted that the General Assembly cannot, by a single enactment, irrevocably transfer the whole of the legislative power of the State to a corporation, it may be contended that the General Assembly can thus transfer from time to time portions

of the legislative power of the State. But if the General Assembly can do this, it can eventually, after a series of such transfers, deprive the State of the whole of its legislative power and parcel it out among corporations. The absurdity of this when carried out to its logical consequence is manifest. In place of a State constitution enacted by the people in their sovereign capacity, we would have a bundle of charters of corporations. Worse than that; for while the people can change their constitution and redistribute the powers of government, these corporations it is claimed are forever vested with portions of the sovereignty of the State.

In opposition to all this the only sound doctrine is, that no one Legislature can deprive a succeeding Legislature of any essential portion of the governmental power of the State confided by the people to the legislative body. If you once concede the claim that our Legislature can abridge the power of a succeeding Legislature, you place above and beyond the people their representatives as their masters. The true position is and must be, that the governmental power of a Legislature is intrusted to it by the people to be transmitted unimpaired to succeeding Legislatures, and, therefore, is not, and cannot be subject matter of bargain and sale. On this solid foundation rest the rights and the safety of the people.

It necessarily results, from the principles thus established, that corporations as well as individuals are subject to proper governmental control. Our own Supreme Court have said, "Corporations are artificial persons endowed with limited powers and capacities, and are subject to the general laws and legislation of the State, the same as natural persons. \* \* It would be absurd to suppose that the powers of government are greater over the rights of the being endowed by the Creator than over the one spoke into existence by human laws."—(21 Ill., 58.)

The right of Legislatures, and of municipal authorities which are subordinate legislative bodies, to control individuals in the use of public highways and streets, has been conceded from time immemorial. The statutes of the several States afford numberless instances of legislative limitation of the tolls of ferry, bridge, plankroad and turnpike companies, and the ordinances of the larger cities of this country limit the charges of the hack, omnibus and dray lines. Now, if the legislative body cannot disable itself from the future exercise of governmental power intrusted to it for the general welfare—and this we have seen, from the essential and indivisible character of sovereignty itself, must be so—and if corporations "are subject to the general laws and legislation of the State the same as natural persons," as has been held by our Supreme Court, then it would seem to follow irresistibly that the Legislature can control and limit the charges of railroad corporations, pro-



vided railways are public highways. We are, happily, not without reason and ample authority on this question. The Supreme Court of this State, in a recent case, not yet published in the reports, have said: "*Railways are improved highways*; and the courts have uniformly held that they are of such public use as to justify the exercise of the right of eminent domain in taking all real estate that may be necessary for the construction and maintenance of the road, its depots, sidetracks, stations, machine shops and other necessary appendages; disfiguring and rendering unfit for cultivation farms, and even destroying dwellings." (Chicago, Danville and Vincennes Railroad Company *vs.* Smith. Opinion filed at Ottawa, Jan. 22, 1872.)

*It is only upon the ground that Railroads are public institutions, that private property can be taken for their use, and counties and towns can impose taxes in aid of their construction.*

Private property cannot, either with or without compensation, be taken for private use, nor can taxes be levied for the benefit of purely private corporations.

The Supreme Court of Michigan over twenty years ago held "that as to all their rights, powers and responsibilities, *three* grand classes of corporations exist. 1st, Political or municipal corporations, such as counties, towns, cities and villages, which from their nature are subject to the unlimited control of the Legislature. 2d, Those associations which are created for *public benefit*, and to which the government delegates a portion of its sovereign power to be exercised for public utility, such as turnpike, bridge, canal and railroad companies; and 3d, strictly private corporations, where the private interest of the corporations is the primary object of the association, such as banking, insurance, manufacturing, and trading companies, and in this class may also be included eleemosynary corporations generally." (2 Mich., 434.) With regard to the second class of corporations the Court further said: "Their very existence is based upon the delegation to them of the sovereign power to take private property for *public use*, and upon the continued exercise of that power in the use of the property for the purposes for which it was condemned. They are the means employed to carry into execution a given power. That private property can be taken by the government from one and bestowed upon another for private use, will not for a moment be contended, and these corporations can only be sustained upon the assumption that the powers delegated are to a public agent to work out a public use. \* \* The grant to the corporations is in no essential particular different from the employment of commissioners or agents. \* \* \* The power of the government, respecting public improvements, is a sovereign power. It rests in the wisdom of the Legislature to determine when and in what man-

ner the public necessities require its exercise, and with the reasonableness of the exercise of that discretion, courts will not interfere. \* \* The object of the Legislature being to open and facilitate communications for the public, determines, as we have seen, the character of this corporation. The power to delegate the exercise of the eminent domain to effectuate such purpose from the universality of its exercise, is no longer an open question. In every instance of turnpike, plank-road, bridge, ferry and canal companies, it has been employed, as well as in those of railroads. All this class of incorporations have been enacted upon the hypothesis that the lands taken for these purposes were taken for *public use*, and not for private endowment, and it legitimately follows that the tenure of the corporation is in the nature of a trust for the public use, subject to the supervision of the government, while its franchises are but the consideration paid for the faithful execution of this trust. It is an equally legitimate consequence that the object intended must be effectuated or the grant can be revoked and the franchise reclaimed. If it be conceded that the prerogative or power of constructing and employing these roads resides in the government, it is difficult to see how the delegation of such prerogative can divest the government of supervision over its exercise, (pp. 435-7.)"

Judge Cooley, the learned author of the treatise on constitutional limitations, delivering the opinion of the Supreme Court of Michigan, in the recent case of the People vs. Salem, (20 Mich., 483,) says :

I do not understand that the right of eminent domain can be exercised on behalf of private parties or corporations unless the State, in permitting it, reserves to itself a right to supervise and control the use by such regulations as shall ensure to the public the benefit promised thereby, and as shall preclude the purpose, which the public had in view in authorizing the appropriation, being defeated by partiality or unreasonably selfish action on the part of those who, only on the ground of public convenience and welfare, have been suffered to make the appropriation.

Chief Justice Dixon, delivering the opinion of the Supreme Court of Wisconsin, published in the American Law Register of March, 1870, (vol. 18, p. 165,) says :

The public use, therefore, which has been held to justify the application of the doctrine of eminent domain in the case of these railroads owned and operated by private individuals, consists in the fact, that the owners cannot, without reasonable excuse, refuse to receive and transport passengers and freight when offered, at usual rates, and in the fact that the State retains the power to regulate and control the franchise and limit the amount of tolls which it shall be lawful for the owners to charge. The use consists in these facts, and these alone. And as a man may be said to possess and enjoy the estate of another, the use of which by that other he may regulate and control, so that it shall not be turned to his detriment or disadvantage, so the public, through this reserved power of the State, may be said to possess and enjoy the land condemned for use by these railroad companies.

Judge Black, delivering the opinion of the Supreme Court of Pennsylvania, (26 Pa. St., p. 308,) says :

If the railway itself was the private property of the stockholders, then it remains theirs, and they may use it without a charter, as other people use their own; run it on their own account, charge what tolls they please, close it or open it when they think proper, disregard every interest but their own. \* \* \* But it is not so. Railroads made by the authority of the Commonwealth upon land taken under her right of eminent domain, and established by her laws as thoroughfares for the commerce that passes through her borders, are her highways.

And Judge Emmons, in his opinion in the case of *Talcott vs. The Township of Pine Grove*, in the Circuit Court of the United States, delivered at Detroit, January 16, 1872, refers to authorities,

Showing that a road for tolls, or a ferry, is a franchise, and is held by the citizen, when granted, as a *public office*. \* *They show beyond doubt that these rights are held by the grantee as the agent and trustee of the political power; that they are in no sense private, but continue after as well as before the grant to be but a portion of the public government.* This well known rule in reference to all the ways of transit, sprang from the essentially public character of the duties connected with their management.

He further says :

And it is not true, we submit, that it is in degree only that these franchises differ in their relations to the public from mills and inns, as is said in *People vs. Salem*. The one is private property : the other is a *political function*, which, when resting in the hands of government, where originally it resided, or delegated still for the same *public use* to either persons or corporations, ever has been and of right may be aided by taxation. Whether in the immediate possession of the sovereignty, or placed in legal organizations controlled by public law for the purpose, it is equally controlled by, and the political power HAS a voice in its most minute management. It is for the performance and regulation of this old and familiar governmental duty, in a mode deemed by the Legislature most efficient and economical that in modern times railway and other corporations have been created. \* \* \* \* \* The road once constructed is, INSTANTLY, and by mere force of the grant and law, embodied in the governmental agencies of the State, and dedicated to public use. All and singular its cars, engines, rights of ways and property of every description, real, personal and mixed, are but a trust fund for the political power, *like the functions of a public office.* (Bench and Bar, January, 1872, p. 68-9.)

There is no escape from the logic of these decisions, and they are in harmony with the decision in the *Dartmouth College* case itself, when properly understood and not perverted from its real import. *Dartmouth College* was a private institution. It was just as much so as the *Wesleyan University* of this place. Chief Justice Marshall, delivering the opinion of the court in that case, said : "If the act of incorporation be a grant of political power, if it create a civil institution to be employed in the administration of the government, or if the funds of the college be public property, \* \* \* \* \* the subject is one in which the Legislature of the State may act according to its own judgment, unrestrained by any limitation of its power by the Constitution of the United States." (4 *Wheaton*, 630.)

Thanking you for your attention, permit me, in closing, to read an extract from an article entitled "*Railways and the State*," written by Professor Leonard Bacon, and published in the *New Englander* of October, 1871 : "The people, then, must remember, and must take care to make their legislators and other public servants remember, that a railway, under whatever charter, is not a piece of merely private property held by associated individuals, and to be managed in that way in which they can put the most money into their pockets, but is essentially a *public institution* to be managed for the public under a strict responsibility to the State. As long ago as when railways were a novelty in England, the old Duke of Wellington, whose greatest talent was the eminence of his common sense, said in Parliament (perhaps not these words, but to this effect) : 'My Lords, this is the beginning of a great

change, and we must take care that we do not lose the old English idea of the King's highway.' The railroad is, in the new civilization, and to the American people especially, what the King's highway was in the civilization which our ancestors brought from England. *Every highway is a public institution for the public benefit.* \* \* \* \* \* The railroad company differs from the turnpike company in that it holds not only the right of way, but the vehicle also. It is created by the State for the purpose of making a road on which only one sort of vehicle can be used, the road with its iron rails and its rolling stock being all one great machine constructed for the public. The road itself, as really as a turnpike road, is public property held in trust by a corporation for public convenience. The corporation does not own the land over which it has laid its track; all that it has acquired from the proprietors is simply the right of way, and it holds the right of way only in trust for certain uses. \* \* \* \* \* Such a corporation exists not for its stockholders merely—still less for its directors or its president, but for the commonwealth. Its road, with all the needful machinery for the conveyance of freight and of passengers, is as truly the people's highway as the road on which a farmer travels to church or to mill, or sends his children to school. It holds all its powers in trust. It was created to be the servant of the State. \* \* \* An imperious corporation may be made to understand, by the enactment of adequate statutes, the possibility of its forfeiting to the State, not only its charter, but all its goods and chattels. \* \* \* \* \* The people, when roused by some great danger, will not be trifled with. The sovereign people, when the time shall have come, will find a way, under the constitution and by the laws, to make the largest corporation a tractable servant of the commonwealth, and not its master."

The following letter, from Col Morgan, was then read by Hamilton Spencer, Esq :

#### LETTER FROM COL. MORGAN.

*To the President and Members of the Farmers Convention :*

I have the honor to acknowledge an invitation, addressed to the Railroad and Warehouse Commissioners, to be present and take part in the proceedings of your Convention, to be held in Bloomington, on the 15th and 16th inst.

The Chairman of the Commission having resigned his office, I take the responsibility of acknowledging the invitation, and, having had no opportunity to consult with Mr. Hammond, my colleague, this communication is entirely individual in its character, and not an official expression of the opinions of the commissioners.

I am compelled, in obedience to a subpoena, to be in Pontiac on the 15th inst., and cannot, therefore, be present at your Convention, even if my sense of official propriety would allow me to take part in its discussions.

The subjects which will come before you, as I understand the objects of your meeting, are, to a large degree, those committed to the general supervision of the Railroad and Warehouse Commissioners.

In view of this fact, it may not be improper for me to make some suggestions to your body, the result of my official experience, and which may perhaps aid you in reaching satisfactory conclusions ; such at least is the desire which actuates me in making this communication.

First of all, it ought to be most distinctly understood and frankly conceded that the railroad companies of the State have both the moral and legal right to present to the courts, in due process of law, all questions relating to the validity of the Acts of the Legislature heretofore passed, or which may hereafter be passed, for the purpose of controlling and regulating their action.

If such laws are valid, the courts will in due time so declare ; if they are invalid, then they ought not to be upheld, and, in such case, remedies for the evils complained of must be obtained by other means. It is evident, therefore, that the People should proceed against the railroads in the enforcement of their rights by legal means, without passion, but with an inflexible determination to bring those corporations into just subordination to the public interests, and into those equitable relations with the necessities of the people, which will promote the highest welfare, properly considered, both of the railroads and the public.

The law of 1871, in regard to unjust discriminations in freight charges, seems to be extremely well devised and free from constitutional objections. As you are aware, a case has been presented to the Circuit Court of this (McLean) county, for the purpose of testing the validity of this law. After a very full argument, both oral and printed, and a most carefully considered opinion of the Judge (Hon. Thomas F. Tipton), the validity of the law has been upheld. From the decision of the judge an appeal has been taken, and is now pending in the Supreme Court of this State, at the term now in session at Springfield.

In case the decision of the Circuit Judge should be affirmed by the Supreme Court—the decision of which question cannot be expected before June next—the railroad company will doubtless take the case by appeal to the Supreme Court of the United States at Washington.

In the present condition of the business of that court, I am reliably informed that there is no reasonable hope that such appeal can be disposed of under about two years after it is taken ; the court being behind its docket to about that extent.

This, therefore, involves a probable delay of a final decision until about 1876. And it shows, for that reason, the importance of the people's persisting with inflexible determination, as above suggested, in the prosecution of these cases against railroad corporations, without being wearied by the delays of the law.

These facts further call attention to the necessity of suitable appropriations being made for the expenses of conducting the numerous and great litigations, arising under the laws designed to regulate railroads.

The railroad companies who are resisting the enforcement of these laws, represent an aggregate capital, within the limits of this State alone, of more than two hundred and fifty millions of dollars (\$250,000,000), and combine in their service the highest business talent and professional attainments existing in the country. It is idle, therefore, to suppose that such vast interests, supported by such business and professional ability, can be subordinated by casual and unpaid professional labor.

The act of 1871, regulating the tariff for the transportation of passengers on railroads, seems to be based upon as just principles as can be devised; but its great and inherent defect is, that it gives neither the Railroad Commissioners, nor any other public authority, the power to prosecute any railroad for its violation, until after five private actions shall have been successfully prosecuted to judgment.

What has already been said in regard to the expense of this class of prosecutions, clearly shows how improbable it is that individuals, for the sake of recovering back from a railroad company a few cents charge in excess of legal fare, will engage in such protracted and expensive controversies.

Unless, therefore, the Railroad Commissioners shall be authorized to bring actions in behalf of the State, either to recover penalties given by law, or to enforce forfeiture of the charters, this act regulating passenger fares is a dead letter.

The object, in forfeiting the franchises of a railroad company, is not to deprive the stockholders, or creditors of the road, of any property interest which they may possess, nor yet to destroy the road itself as a means of public communication. To do the latter, would be to inflict upon the community a great injury. The true object of forfeiture is to compel railroad companies to submit themselves to the rules of law provided, from time to time, for their government, just as individuals are compelled to obey the laws respecting themselves. It would seem, therefore, that suitable provision should be made by law for the temporary operation, and the ultimate re-organization, without injury to individual rights of property, of all railroads whose charters shall be forfeited pursuant to the acts under consideration. This provision might be made temporary in its operation, so that railroad companies who persist

in defying the law, after the courts shall have decided upon its validity, shall be deprived of its benefits, and the forfeiture of their franchises and property enure absolutely to the benefit of the State.

Another subject, of nearly equal interest to the people of the State, is worthy of your consideration—that is, the rate of charges for the transportation of either persons or property on railroads. It is a rule of the common law that carriers must transport without discrimination, and for reasonable compensation. The freight act, above referred to, seems to sufficiently provide against discrimination; but no where, in the legislation regulating railroads, is any authority given to the Railroad Commission to institute proceedings against such companies, for excessive or extortionate charges. It is believed it would be wise that the Legislature should delegate to the Commission power to institute proceedings for forfeiture of franchises, or for the collection of penalties given by law, in cases where they have information that extortionate charges are made. This power, it is true, already exists by the circuitous methods of the common law; but a provision for its exercise in the direct manner proposed, would insure a prompt decision, and greatly promote the protection of the public interest and place the enforcement of the public policy where it belongs.

It is due from me, in this unofficial communication, to state, for your information and that of the general public, that what has been accomplished thus far, in establishing the right of public control over railroads in this State, has been done mainly by the assistance of J. H. Rowell, State's Attorney for the 8th Judicial District, Hamilton Spencer and R. M. Benjamin of the city of Bloomington. These gentlemen have acted as counsel for the State in conducting the litigation before mentioned, and have succeeded in so presenting the questions at issue, as to obtain the favorable decision before referred to. They have devoted much time and labor to the investigation of the intricate questions of law involved, and have done so, practically, as volunteers, no provision of law having been made for their suitable compensation.

On all occasions, and at all times, these gentlemen have not only been ready, but also zealous and determined, in their efforts to aid in every practicable way in securing the rights of the public.

In conclusion, I desire to express my most hearty sympathy with all efforts made by yourselves, or by others, by any just and legal methods, to protect individuals and the public against the grasping power of monopolies, that set themselves above and in defiance of the law.

Respectfully,

RICHARD P. MORGAN, JR.

BLOOMINGTON, ILL., *January 14, 1873.*

At the conclusion of the reading of the letter, Col. Morgan was called out and introduced by the President.

REMARKS OF RICHARD P. MORGAN, JR.

*Mr. President, and gentlemen of the Convention :*

Having unexpectedly returned to this city, I have the honor, in accordance with your invitation, to present myself before you.

It cannot be that any man, or community of men, who fully appreciate the magnitude and vital importance of the struggle that is now inaugurated, will enter upon any of the duties involved, even of the most minute character, without pledging themselves to an unflinching and faithful discharge of the sacred responsibility of the trust. Any who cannot do this, it were better they should stand aside. The contest in our State is against a represented valuation of more than two hundred and fifty millions of dollars; in the United States against more than three thousand millions of dollars. What is the contest for? In our State, as in many of the other States, this enormous capital claims the right, under Legislative grants, to fix the rates for transporting persons and property, in its own way, with or without discrimination against localities or persons—in other words, it claims the right, in a large degree, to fix the measure of prosperity which the individuals of each community on its lines of railway may enjoy. And this mighty power is possessed, forsooth, by virtue of an irrevocable Legislative contract. Could there be a more monstrous and insulting assumption thrust upon the sense of justice which is so eminent and universal with the people of this country? Thanks to the sturdy character of the Hon. Thos. F. Tipton, of this city, that monstrosity has received its knock-down. Who shall now have the hardihood to set it on its legs again? So much for discrimination.

Now, with reference to rates, this vast capital with which we are dealing very graciously admits that it cannot charge "unreasonable rates" without forfeiting its chartered privileges, and therefore says it will fix the rates which it may deem reasonable, and denies the right of any one to assist in performing that delicate duty. I am far more radical in regard to this vital branch of the burdens resting upon the people than any one I have ever met, and for the purpose of reaching the root of this difficulty, assert that retrospective relief must be obtained—that is to say, the hundreds of millions of *fictitious* railroad capital in the United States must be forever blotted out, and no more under any form be permitted to rest as a wrongful burden upon the people. I believe this can be done, because all of the fictitious capital issued has been placed in the attitude of actual capital by fraud; and all parties who purchase railroad stocks are bound to see to it that they do not buy into a fraudulently conducted company. The fraud has been done under



the semblance of law and equity, in a variety of ways, but largely on the theory of "capitalizing earnings."

In brief, those railroad companies which have made earnings large enough to enable the payment of the interest on their bonded debts, and pay dividends on their stock, and also make improvements in the capacity of their roads, which latter item properly belongs to construction, must have charged unreasonably high rates to accomplish so much; therefore every dollar expended by the railroad companies of the United States out of their earnings upon the work of construction, after paying a reasonable interest on the *actual capital* invested, has been taken secretly and fraudulently from the people.

These accretions of value to the roads, after an accumulation of years, have then been adroitly thrown into the pockets of the railroad stockholders, by an issue of stock to represent the value thus secretly accumulated from excessive earnings—the result of unreasonable and extortionate rates.

I know how incomplete my remarks have been; but if they should tend to bring out an intelligent and earnest discussion on the subject, I am full of faith that the ultimate result will be to reduce all the railroads in the country to an equitable valuation. "Reasonable rates" will then be a *reality*, and such as will produce, under uniform charges and faithful and economical management, not exceeding ten per cent. net profit on the proper and actual cost of this great system of public highways.

This is an important part of the work to be done—to do which I am with you heart and hand.

GEN. McNULTA,

upon the invitation of the Convention, came forward, and said in substance:

That he was obliged to the Convention for its kindness in inviting him to speak on the important question before it, and regretted that he was not prepared to comply with what seems to be a rule here—to speak from manuscript.

The resolution pending before you, endorsing the action of Mr. Shellebarger, of Ohio, and Mr. Hawley, of Illinois, in their efforts to procure the passage of a bill through the Congress of the United States, to prohibit railroad companies from making discriminations and unjust charges, meets my most hearty approbation. And when I shall have taken my seat in Congress, I assure you that that or a similar bill will receive my vote and my most energetic influence to secure its passage. The constitution of the United States provides that Congress shall have power "to regulate commerce with foreign nations, among the several States, and with the Indian tribes." The right of Congress to pass a law of this

character cannot reasonably be questioned. This provision of the national constitution was manifestly inserted in anticipation of an emergency like the present. I see no difference whether the commerce between the States be interrupted and blocked up by the States or by corporations organized by their authority.

It is clear that no State can in any way interfere with or obstruct commerce among the States, in violation of any national law; and it is equally clear that that which cannot be done by a sovereign State cannot be done by its agents and grantees—the railroad companies. The power to regulate commerce among the States, necessarily gives power to Congress to prescribe rules and regulations for the transportation of freight and passengers from one State to another, and to prevent extortion and unjust discrimination. When it is conceded that the railroad companies have the right to charge any sum beyond a just and reasonable compensation for the services rendered by it, it is then admitted that they have the right to wholly prohibit; for if any unreasonable charge could be lawfully made it, can be extended to a prohibition.

This cannot be the law. Railroads are public highways; their owners and managers are the agents and trustees of the people, entitled to a reasonable and just compensation for their services, and for the use of their capital invested in the public improvement, and to protection for their property therein under the law.

Whether the determination of what is reasonable is for the courts, or for the Legislature to decide, can only be determined by the courts. It has been my fortune to have voted for, and aided in the passage of every law upon our statute books on the subject of railroad restriction.

My attention was first called to this subject in 1868, by Mr. Rogers, who is a delegate in this Convention, and Mr. Race, who is a member of the House of Representatives.

In 1868, the Illinois Central Railroad charged, as I now remember, \$40 for a car from Macon, north to Decatur, distance ten miles; at the same time, for the same car from Macon to Chicago, near 200 miles, \$55; and from Maron, south to Decatur, thirteen miles, \$43 per car; and from Maron to Chicago, about 180 miles, \$45 per car. The apparent object of which was the prevention of the shipment of freight on the Wabash road, *via* Decatur. In the State Senate of 1869, I found Gen. Allen C. Fuller, Senator from Boone county, the leading spirit on this subject; he having carried on an unsuccessful fight during the session of 1867, renewed it vigorously.

He had pending a bill for the regulation of passenger rates—which was in substance the same as the present passenger law—which was passed after great labor by its friends, and vetoed by the Governor. I had pending at the same time a bill for the regulation of freights.

It was reported back by the railroad committee, and received only eleven votes in its favor, your chairman (Mr. Flagg) being one of that number. We stuck to it, however, and the bill was sent back to the committee, and was in substance embodied into the act of 1869, which was passed after a long, hard struggle by its friends. If those gentlemen who are not familiar with this bill, will examine it, I know they will wonder, as I do, that its efficiency has never been tested by the courts.

The question with the friends of this movement, in 1869, was, can we pass a bill? But in 1871, after the adoption of the new constitution, the only question was, what bill shall we pass?

The bills for the appointment of Railroad and Warehouse Commissioners, and the passenger bill, passed without any opposition worthy of notice. Commissioners were appointed to enforce the laws. They have not done it. The commission has been a total and unqualified failure.

They diligently sought after and accepted appointments with a salary of \$3,500 a year each, with secretary, office rent, *et cetera*, costing the State about \$1,500 per year, and then discovered, after a consultation with the Attorney-General, that the law under which they were appointed was insufficient to accomplish the purpose for which it was intended. They make technical objections to it, which if good, as to this act, are certainly not good as to the act of '69, and which they ought to have known before their acceptance of the office. They drew their pay, and learned the opinion of the Attorney-General.

Almost every member of the General Assembly that created this commission, knew that the Attorney-General, Mr. Bushnell, did not entertain a very strong opinion of the power of the Legislature to restrict railroads in their charges. The Legislature purposely took the enforcement of these laws out of the hands of the Attorney-General, and the Commissioners have decided that they were a useless appendage to the State government, because such was Mr. Bushnell's opinion on that subject.

(Here a delegate rose in the audience, and explained that the people up on Fox river knew "Wash" Bushnell; that he was the president of a railroad company, and made about \$100,000 out of the people, and owned a large amount of railroad stock.)

The speaker resumed: Reports of that kind were current among the members, and Mr. Bushnell's opinion of the law was adverse to the people. Mr. Bushnell is a good lawyer, but the bill condemned by him passed through the Senate committee of 13 lawyers, 12 of whom were as good lawyers as he. A committee of good lawyers in the House passed on the sufficiency of the bill. The Commissioners' plain duty was to test all of these laws in the courts—test not one point but every point. In

stead of this, they have brought one suit; or rather Col. Morgan, one of their number, brought one suit. The law officers of the State would have done much more without them. The people relied upon them to do their duty, and there was nothing done.

Senator Vaughn—a farmer from Knox county—a thoughtful, careful, clear-headed man—for many years a railroad engineer—after months of diligent labor, introduced a bill in conformity to the State constitution, to fix reasonable maximum rates for transportation of freight. It was the only bill introduced.

It is but justice to Col. Morgan to say, that he was instrumental in having done what little was done, and it is to be hoped that he will be reappointed at the head of a commission that will do some good under that clause of the constitution. The Commissioners objected to it, and it was defeated. The enforcement of the laws should be placed in the hands of the Attorney-General and State's Attorneys, under the directions of the Governor.

There is ample power in the people to protect themselves. If the railroads had \$250,000,000, the opposite interests had more than five times that, and a hundred men to their one. The Legislature, now in session, would pass any bill the people might want, and the combined wealth of the railroads could not pass, or prevent the passage of a bill. The Supreme Court should not be abolished. The purity of the judiciary of our State has never been questioned. They are to decide what the law is, not make law. If the law is wrong, change it. There is as much difference between Judge Tipton's and Judge Wood's decision, as between blue and green—one does not offset the other. Judge Tipton is clearly correct, and will be sustained; and if Judge Wood should be sustained, the people need not build a railroad, as has been suggested, but condemn, pay for, and take one already built. In this way charters, surely, can be overcome, and the owners would cheerfully take back their roads at the price fixed, and operate them under the general law. In 1869, there was no power to interfere with them (railroads) in any way. It is now admitted, in the Tipton case, that they may be limited to reasonable rates. There has been that much gained.

Government could not build and successfully operate railroads, in competition with individuals.

Let government improve the rivers and build canals, and keep the railroad highways free from obstructions in the way of extortions and unjust discriminations, and, wherever they are needed, encourage the building of more of them, and control them when built.

Let the people organize—obey the law, and enforce its obedience by all—and the time is near at hand when every individual and corporation will admit that the people have unlimited power to protect themselves,

as individuals or as communities, against wrong and oppression, from whatever source it may come.

REMARKS OF HON. JAMES SHAW.

Hon. James Shaw, of Carroll county, a member of the Judiciary Committee of the Twenty-eighth General Assembly, being present, was called upon to give his views, and state what the Legislature would do.

*Mr. Chairman and Gentlemen of this Convention :*

I could not resist the desire to see this Convention, and learn for myself the character of the men composing it, and the weight its recommendations should have with the Legislature now in session at the State capital. I had hoped to remain quietly in the crowd ; but some very warm friends have found me out and insist that I shall appear before you.

I find here a large body of earnest, intelligent men, thoroughly alive to the questions now agitating the great producing classes of the West. I assure you the Legislature, now in session, is watching your deliberations with quite as much interest as you are watching theirs. Any aid, recommendations, or plans of action suggested to us by you, will, I think, be thankfully received, and may materially aid us in the legislation demanded at our hands. My own views upon these questions of legislative control over railroads are to some extent well known. My convictions are clear as to our power to afford the needed relief. That relief must come. If it cannot be had from the Legislature and the courts, it may come in the right of revolution. But this can hardly become necessary. Public opinion will find its way into the laws ; and by and by will speak in the judicial decisions of the courts. It is a grand humbug to argue, that the principles laid down in the old Dartmouth College case are to be inflexibly applied to the new order of things. That was a little corporation, essentially private, so far as the interests of the masses were concerned. These vast modern railroad corporations and monopolies have grown up, a new and unanticipated power within this simple republican form of government. The demand is a new interpretation and new application of the legal principles laid down in the old case. The common law is plastic, and always has adapted itself to the growth of civilization and the new wants of a great and growing people. The unwritten Constitution of the great English nation is a lasting monument of this doctrine. The Federal and early State Constitutions were made for the individual units of the government ; and their framers never dreamed of the vast aggregations of capital, endowed with corporate life, which would rise in the later days of the Republic to oppress the people.

My own opinion about the legislation needed may be briefly stated. We do not need a large amount of such legislation. A few short, well matured, simple laws, will do for the present. A passenger tariff act; a law establishing some general principle as to charges for freights; one defining clearly the police regulations applicable to the running of trains; one making it a criminal offense for conductors and employees to exact greater fare or freight than that established by law; and one giving suits against railroads precedence on the trial calendars of the courts, might embrace the whole railroad code. The great necessity is to compel the railroads to acknowledge the principle of legislative control over them. When that is done, the problem is solved. The practical details of the needed legislation will follow readily and easily. Here the State may aid you greatly, by clothing the Railroad Commissioners with ample powers, and putting the means into their hands to employ the best legal talent and follow up test cases to and through the courts of last resort. Not one man in a thousand can afford to sue and fight with a railroad company. The State must lend its power, and help on with this work. The State *will* lend its power for the protection of its citizens; and the present Legislature will, in my judgment, clothe these Commissioners with all the power and give them all the money necessary to this end. When your representatives have done this, they have a right to expect that your new Governor will select three men of candor, fairness, and backbone, who will see that the laws are obeyed by all alike.

The burthens of which you complain have been fully discussed and set forth during this Convention. They are many and grievous. The growth of the vast system—the *imperium in imperio*; the invention of stock watering and its evils; the new inventions in the shape of through fast freight lines—corporations within corporations—robbing the people, and, in many instances, even the stockholders in the railroad companies themselves; the destruction of competition; the endowing of large aggregations of individual capital with corporate life; the control of all these by grasping, unscrupulous men; the falling of the great railroad interests of the country into the hands of a few wealthy men, or groups of wealthy men, who are thus enabled to gamble with the price of your harvests and the value of your farms—these are crying evils that cannot be endured and must be cured. The State, the Government, breathed into these vast corporations souls in the shape of franchises and charter rights. Shall the creatures become stronger than the creator? I think not. I think you have a remedy—a peaceful, legal, constitutional remedy. To that phase of the question I will, for a short time, address myself.

What is the nature of the powers which the sovereign people, acting through their legislatures, can bring to bear upon charters granted to railroad companies prior to the adoption of our present constitution ? and if we have the proposed power, how can we best exercise it ? The Legislature, as I understand our system of State government, may exercise over our existing railroads three or four classes of powers. Let us examine these powers. They are germane to the present inquiry.

The first is the police power of the State. Exercising this, the Legislature can pass many laws looking to the control of railroads, and entirely independent of their charters. Vested rights can avail little against the exercise of proper police regulations. We can regulate the speed of trains ; prohibit the throwing of sparks ; provide for the ringing of bells and sounding of whistles ; compel companies to fence their tracks, and stop trains at railroad crossings ; regulate the mode and time of selling tickets, and putting passengers on and off trains, and impose all other wholesome and necessary regulations and restraints which the safety of the citizens or the public health demands. But this power alone is not sufficient to reach the question under discussion. It enables us to say *how* our persons or property are to be conveyed, but not to say *how much* the companies shall have for the service rendered. We can reach the mode of doing the work, and make it consistent with the public safety, but cannot regulate the compensation to be paid for the work. And it is only in connection with other powers, to be adverted to hereafter, that this police power is valuable in enabling us to assert our proposed limitation over railroad charges.

Again, railroad corporations may incur a forfeiture of their charters by a misuser or nonuser of the franchises and privileges granted by the Legislature of the State. Every charter is granted for certain well-defined purposes. If these purposes are abused, the charter becomes forfeited for a misuser of its franchise. A railroad corporation, although defined by the books to be a private corporation, is created for public uses and the public good. When the corporation becomes oppressive and burdensome, and ceases to subserve the public good, the charter may be declared forfeited, and the Legislature may resume all the powers granted. The authorities are clear and uncontradicted upon this proposition. But the trouble in attempting to exercise this power is this : A forfeiture cannot be declared until after a judicial decision is had, finding that the charter has been abused or misused, or not used at all. This involves the delay and expense of an endless litigation. It is not always easy to prove a misuser of the charter powers. And no one will attack a powerful corporation where the amount involved in each prosecution must necessarily be small. Litigation with railroads is generally ruin to the individual who seeks to obtain redress from them in the courts. And, although the power is ample and well

defined where the abuse exists, it is one of those cases where the remedy is worse than the disease. As a reserved power of the Legislature, it may sometimes, however, be useful in enabling us to check the too flagrant abuses of corporation charters.

But the most effectual power which the Legislature can exercise over existing railroads is that of eminent domain. This is a power to take private property for public use. It may be exercised by the State alone; or the Legislature may delegate it to the corporations, as in the case of railroads condemning property for right of way; or its exercise may be delegated to individuals, as in the case of obtaining mill sites by condemnation of surrounding lands. This is the power which creates our railroads, and to it they owe their continued existence. We clothe these corporations with this mighty power. They can move or tear down your house; take your lands; destroy your works of taste and art; invade all your rights of property, when the public good is to be subserved thereby, upon making reasonable compensation for the property taken. Your patent from the government; your warrantee deed from your grantor; all your contracts about your property, are subject to this reserved power. Upon this point there are many well adjudicated cases. In the celebrated West River Bridge case, reported in 6 Howard's U. S. Reports, page 531, Daniel, Justice, used the following language:

"This power denominated eminent domain of the State, is, as its name imports, paramount to all private rights vested under the government, and these last are, by necessary implication, held subordinate to this power, and must yield in every instance to its proper exercise."

He argues further, in this same case, that this principle does not violate the Federal Constitution, or impair the obligation of contracts.

Again, in our own Supreme Court Reports, the same doctrine is laid down in 2d Gillman, at page 227. Justice Purple, in a carefully prepared opinion, uses the following language, in speaking of contracts:

"Such a contract, however, is always subject to an implied reservation in favor of the sovereign power. That, whenever the public good requires, or the exigencies of the State demand it, all the rights and privileges conferred may be resumed, upon adequate compensation being made therefor. Such resumption, however exclusive may be the terms of the grant, violates no provisions of the Constitution of the United States, or of this State."

The principle is so firmly settled, that it pervades our whole jurisprudence. It has been discussed in Congress over and over again in the celebrated Mississippi River Bridge cases. In New York, in the conflict between canal and railroad rights, and in the Eastern Bridge cases, where conflicts spring up between railroads and certain river bridge companies, the doctrine is fully recognized and carried out. By the ex-



ercise of eminent domain, a railroad track may be taken and turned into a canal; a bridge for a common highway may be taken and turned into a railroad bridge; one railroad may take a part of another railroad track, if the public good or public necessity requires the change, and just compensation is made. Not only can the corporal property of corporations be taken away, but their franchises and charter privileges may be modified, restricted, limited, or destroyed in the same way. It is said that more than fifty decisions of the United States and the State Supreme Courts recognize this as sound law, and the text books are full of the same doctrine.

But we are told that property cannot be taken by the exercise of this power without making just compensation, to be ascertained by a jury, and that this involves litigation with the railroads. If the property of the company is taken, or any of its valuable franchises destroyed, this is true; but when the Legislature simply attempts to limit or restrict the exercise of a charter power to its original and legal scope, no compensation is to be made, and no judicial decision is necessary. We take no power or privilege away, but simply confine the exercise of charter powers to their implied and legal scope. When the charter permits the companies to fix the rate of pay for freight or passenger carriage, the implied contract is that the rates thus to be fixed are reasonable rates. That is all the companies could recover for in a suit for such carriage; and when unreasonable rates are charged, the Legislature may take away the excess over reasonable rates, without destroying any property or valuable franchise of the railroad. The logic of this proposition, to me, seems irresistible.

The Legislature has assumed to itself the right of determining what these reasonable charges shall be, without even notice to the corporations to be affected thereby, precisely as it exercises the arbitrary taxing power of the State, without notice or opportunity to be heard by the owners of the property to be affected by the tax. The public good and the necessities of government require such assumption of judicial power by the Legislature. The right to fix rates of fare and freight is no higher than the right to take property or condemn franchises, and must be exercised, even in an arbitrary manner, as the taxing power is, when the public necessity requires it. Our new constitution recognizes this principle, and requires the Legislature to carry it out, by establishing reasonable maximum rates of fare and freight for the different railroads of this State.

But we are here met with the old cry of vested rights; and we are told that these railroads have certain charter privileges beyond the control of legislative authority. There can be no doubt that a charter granted by a Legislature, and accepted by a corporation, becomes a

contract; but I deny that these charter contracts have the force usually attributed to them. There is too much stress laid upon the vested rights acquired by such a contract. In the first place, it is not every contract made by a railway corporation with a legislature or an individual, which can be enforced. I will refer to two or three examples. Gentlemen who travel upon free passes know that they are required to stipulate that they will in no case hold the company liable for accidents, even if occasioned by gross neglect or the willful acts of the servants of the company. Here is a complete contract, made upon some sort of a consideration, and between capable contracting parties. But no court in the land will enforce this contract. The companies cannot free themselves from gross negligence, or the willful acts of their agents and servants, because such contracts would be against public policy and the public good. If one legislature should grant to a company the exclusive right to bury the dead within the city limits, and make that grant in terms irrevocable, a subsequent legislature could annul that charter, and take away those vested rights, when the public health or public good required such action. And in the recent cases, known as the Chicago Warehouse cases, our Supreme Court decided, that contracts made between the railroad companies and certain elevators and warehouses, by which the railroads would deliver grain exclusively to the favored warehouses and elevators, would not be respected by the court, because such contracts were contrary to the public good, and release the railroads from their obligations of common carriers. I read a few sentences from the decision of Chief Justice Lawrence, as reported in the *Chicago Tribune* :

"The contract in question is peculiarly objectionable in its character, and peculiarly defiant of the obligations of the respondent to the public as a common carrier. If the principles implied in it were conceded, the railway companies of the State might make similar contracts with individuals at every important point upon their lines, and in regard to other articles of commerce besides grain, and thus subject the business of the State almost wholly to their control as a means of their own emolument. Instead of making a contract with several elevators, as in the present case, each road that enters Chicago might contract with one alone, and thus give to the owner of such elevator an absolute and complete monopoly in the handling of all the grain that might be transported over such road. \* \* \* Can it be seriously doubted whether a contract involving such a principle, and such results, is in conflict with the duties which the company owes to the public as a common carrier?"

Here is a distinct enunciation that the railroad companies of this State are to be held to the strict duties and obligations of common carriers and public highways, as required by our new constitution, not withstanding the fact that the charters of the companies are older than the constitution. This will compel the railroads to abolish unjust discriminations in the transportation of passengers and freight, such as the practice of charging more for shipment over a part of their lines than they do from terminal points where competition is strong. It will compel them to treat all the citizens of the State alike, and charge all alike, in proportion to distance traveled. Our Supreme Court will re-

spect the strong public sentiment recently created in this State, demanding that railroads be limited to reasonable maximum charges, when that sentiment is enacted into laws by the Legislature. The people have spoken in this matter, and their voice is the voice of God, and will be respected by courts and railroads too. We will make it so strong that everything shall tremble before its thunder.

But I wish to analyze these *charter contracts*, and show that they do not create the vested rights claimed for them. In the first place, the Legislature cannot make these contracts binding, because that would be contracting away certain elements and attributes of sovereignty, such as eminent domain, police regulations of the State, etc. No Legislature can do this. A Legislature can contract with respect to the ordinary subjects of contract, and vested rights may flow out of such contracts; but no Legislature can contract as to the inherent attributes of sovereignty. If such contracts are made, they do not bind subsequent Legislatures. These elements and attributes of sovereignty—such as eminent domain, the taxing power, the police power, the power to suppress insurrection and repel invasion, the power to provide suitable highways, etc.—are essential to the existence of government. Society and the body politic could not exist without them. They inhere in the people. They are older than governments, constitutions, and legislatures. No Legislature can impair them by grant, charter, or contract. No vested rights can attach to or grow out of them. Every Legislature must assemble with the same power exercised by its predecessors, and which must be exercised by its successors. If one Legislature could grant away the right of eminent domain, another might grant away the taxing power, and in process of time a corporation might rise in the State more powerful than the sovereignty of the people or the Legislature, which simply represents that sovereignty. This would break up the foundations of society, destroy civil polity, and government and sovereignty would cease to exist. Corporations would become the supreme power. The creature would become stronger than the creator. A power within a power would be created, and the inner power would be “the power behind the throne.” A wheel within a wheel would be called into being in the State government, and the inner wheel would soon become the bull wheel of the whole concern.

Upon this point I desire to read briefly from a few adjudicated cases and legal authorities. In *8th Wallace U. S. Reports*, at page 441, Justice Miller holds the following language :

“ We do not believe that any legislative body, sitting under a constitution of the usual character, has a right to sell, to give, or barter away the taxing power of the State. This is a power which, in modern political society, is absolutely necessary to the continued existence of the State.”

To hold otherwise, the Court argues, would destroy the government which the Legislatures are appointed to serve. In *Greenleaf's Cruises Digest*, vol. 2, pages 67 and 68, in a learned note, the doctrine is stated thus :

"Powers of the former class (speaking of the attributes of sovereignty) are essential to the constitution of society, as without them no political community can well exist, and necessity requires that they shall continue unimpaired. They are intrusted to the Legislature to be exercised, not to be bartered away; and it is indispensable that each Legislature should assemble with the same measure of sovereign power which was held by its predecessor. Any act of the Legislature disabling itself from the future exercise of powers intrusted to it for the public good must be void, being in effect a covenant to desert its paramount duty to the whole people."

Again, to show further that these alienations of sovereign power are violations of public duty, I read from *Redfield on Railways*, at page 135, note 15: "In regard to the right of eminent domain, it seems now to be conceded that no Legislature, upon any consideration or pretense, can deprive a future Legislature from its exercise, in the absolute annihilation of corporate franchises, upon just compensation."

*Cooley on Constitutional Limitations*, page 283, uses the following strong language, and he is one of the very best authorities upon this question :

"It would seem, therefore, to be the prevailing opinion, and based upon sound reason, that the State could not barter away, or in any manner abridge or weaken any of those essential powers, which are inherent in all governments, and the existence of which in full vigor is important to the well-being of organized society, and that any contracts to that end cannot be enforced under the provisions of the national constitution now under consideration."

*Jameson*, in his treatise on *Constitutional Conventions*, at page 20, says: "Sovereignty is inalienable—that is, society can never delegate or pledge away sovereignty. Being inherent naturally and necessarily in the State, it cannot pass from it so long as the latter exists."

*Lieber's Political Ethics* lays down the same as an axiom of government; and *Parsons on Contracts* argues "that the exercise of the ordinary powers of government cannot be granted away."

It follows, then, that the Legislature cannot, by these charter contracts, create the vested rights claimed by the railroad companies. Every Legislature can deal with these charters precisely as if they were granted them in the first instance, or as if they did not exist. They can limit them to the reasonable rates implied in the original grant, or destroy them altogether by making compensation, if the pub-

lic good requires it. No private considerations could authorize a railroad company to take your property and mine. It is clothed with this power of eminent domain, because it is supposed the public good will be subserved by its exercise. So much is this so, that in law railroad corporations are simply considered as trustees, and the trust is the public good; as servants and agents of the public, whose work is to labor for the public necessity. On this point I wish to read again from *Cooley on Limitations*, page 530: "It is conceded on all hands that the purpose for which *this* right may be exercised must be a public use, (speaking of eminent domain.) The *public use* implies a possession, occupation, and enjoyment of the land by the *public* or *public agencies*; and there could be no protection whatever to private property if the right of the government to seize and appropriate it could exist for any other use."

There are many other authorities to the same point. Railroads are not the private corporation they claim to be; but this element of public use, which enters into these contracts, entirely changes their character. It is this public use and public good which forms their consideration. They are not executed contracts; they are not executory contracts; but they are perpetually executing contracts, and the consideration is an ever flowing consideration. Every time the railroad does an act, if the public good is subserved, the consideration flows; but every time they do an act of a purely private nature, the consideration fails, and the contract is thus void.

I read again from the decision of Chief Justice Lawrence, in the Chicago warehouse cases:

"But railroad companies may well be regarded as under a higher obligation, if that were possible, than that imposed by the common law, to discharge their duties to the public as common carriers fairly and impartially. As has been said by other courts, this State has endowed them with something of its own sovereignty in giving them the right of eminent domain. By virtue of this power they take the land of the citizen against his will, and can, if need be, demolish his house. Is it supposed these great powers were donated merely for the private gain of the corporators? On the contrary, we all know the companies were created for the public good. The object of the Legislature was to add to the means of travel and commerce."

I might read much more from this decision to the same effect, did time permit. It would only show that our Supreme Court has taken a long step in the right direction.

It will thus be seen, I think, that a charter contract is different from a common contract, having a new element in it. Whether we regard its consideration or its subject matter, I think there is nothing in it binding upon the Legislature, but that each Legislature is left to deal

with railway corporations precisely as if no charter existed. Our new constitution does not make the law in these cases. The principles I have here argued for lay behind and below the constitution as fundamental principles. That instrument simply declares what the law always was, and requires the Legislature to enforce and carry it out for the benefit of the people. We are simply called upon to exercise the reserved rights of government, which never can be granted away.

It will thus be seen, I think, that the law can provide remedies for existing evils. That being the case, relief cannot be far distant.

These Conventions will become educators of the public mind, and will turn it in the right direction. Enlightened public sentiment must be manufactured and turned in the right direction. They used to say, "*Vox populi, vox Dei*," and in this instance the sovereignty of the people must assert itself for the protection of the citizens. The people are not hostile to the railroads. All they ask is, that there may be a fair and equitable division of the profits of production, between the producers and the middle-men. Now, the latter get it all. It is a fact, of terrible significance, that corn is high in the Eastern markets, but must be burned as fuel on the prairies of Illinois and Iowa—a fact that need not exist, if the producer and carrier were equal in sharing the produce of the soil.

#### STATE ORGANIZATION.

The Committee on State Organization then presented its report by the Secretary, S. T. K. Prime.

Article 1. This organization shall be known as the Illinois State Farmers' Association.

Art. 2. Its object shall be the promotion of the moral, intellectual, social, and pecuniary welfare of the farmers of Illinois.

Art. 3. Its members shall consist of delegates from the various Farmers' Clubs, Granges, and Agricultural and Horticultural Societies of the State, each of which shall be entitled to at least one delegate, and where the number of its members exceed fifty, to one delegate for every one hundred members, or fraction exceeding that number. The members of the State Board of Agriculture shall be *ex-officio* members of this Association, and from counties or parts of counties in which clubs, granges, or other agricultural or horticultural societies are not organized, persons not delegates may be admitted by vote of this Association. All members shall pay an annual fee of \$1.

Art. 4. Its officers shall consist of a President, a Vice President from each Congressional District of the State, to be nominated by the delegates therefrom, of a Secretary and Treasurer, and these officers shall constitute the State Central Committee of this organization, with power to appoint an Executive Committee of three from its members;

also of a County Committee of one from each county in the State, to be nominated by the delegates. Said officers shall be elected annually, and serve for one year, until their successors are elected. This organization shall meet annually, at such time and place as the Association, or, in case of its failure to designate, the State Central Committee, may determine. Special meetings may be called by the Executive Committee.

#### BY-LAWS.

I. The President shall perform the duties of presiding officer, and have power to call meetings of the State Central or Executive Committee.

II. The senior Vice-President shall, in the absence or disability of the President, perform the duties of that office. It shall be the duty of each Vice-President to secure the organization, in each county of his district, of a County Farmers' Association, to be composed of delegates from the various farmers' clubs and granges in the county, and of such other persons as the County Association may determine to admit.

III. The Secretary shall, under the direction of the Association and Committees, open and maintain an active correspondence with the Vice-Presidents and County Committees, furnishing them with forms and constitutions and other documents and information to aid them in organization, and performing such other duties of correspondence as may be assigned him. He shall also keep a record of the proceedings of the Association, and of its Central and Executive Committees, and may be paid such compensation for his services as is found expedient and practicable.

IV. The Treasurer shall hold the moneys of the Association, and disburse them upon the written order of the President and Secretary. He shall give such bond as the State Central Committee may require.

V. The State Central Committee shall have the general management of the affairs and interests of the Association. It shall be their duty to promote and effect the thorough organization of the farmers of the State; to aid by their advice and instruction in the organization in all parts of the State; to ask and secure necessary legislation, State and National, upon matters affecting the farmers' interests; and, in general, to advance the interests of the Association.

VI. The Executive Committee shall perform such duties as may be assigned it by the State Central Committee, and may call special meetings.

VII. The State Central Committee shall be empowered to appoint a State purchasing agent whenever the wants of the Association re-

quire it; and it is provided that this does not in any way affect the power of local or county associations in appointing their own purchasing agent.

VIII. These by-laws may be amended at any annual meeting by a majority vote.

All of which is respectfully submitted to this Convention by your Committee.

M. M. HOOTON,  
J. H. BRYANT,  
SAM. T. K. PRIME,  
A. WOODFORD,  
A. P. COFFIN,  
S. M. SMITH,  
W. C. FLAGG.

On motion, the report, as a whole, was adopted, including the constitution, as reported to the forenoon session.

On motion, a committee of five was appointed to report permanent officers of the Association.

M. L. Dunlap moved :

" WHEREAS, It is of great importance to the people of the State that the laws of 1871, in regard to the duties of Railway and Warehouse Commissions, and such amendments as experience has shown essential to its more thorough enforcement, should be prosecuted with zeal and without delay; therefore,

*Resolved*, That the energy, integrity, and fidelity of Col. Richard P. Morgan, as one of the said Railway and Warehouse Commission, has been such as to commend him to the highest approbation of the people, and that we most earnestly recommend his re-appointment as a member of that Commission, believing it to be required for the protection of the public interest, and a just recognition of his services in that office."

The resolution was adopted.

The following dispatch from Hon. John Cassedy was read :

SPRINGFIELD, ILL., 1.20 o'clock P. M., Jan. 16.

*To the Farmers' Convention, at Durley's Hall, Bloomington :*

The House of Representatives has passed my resolution, as follows :

" *Resolved*, That our Congressmen be requested, and our Senators be instructed, to use all lawful means to procure a law of Congress preventing railroad and transportation companies doing business through or between the States, from making unjust charges or discrimination for such service."

On motion, it was resolved to proceed to the transaction of miscellaneous business.

Dr. Hooton, of Centralia, spoke upon the abuses of the railroad system, and the evils which had grown up, and which weighed specially on farmers. They had violated the promises which they made before building the roads. They stole municipal subscriptions — they established extortionate and unequal prices, discriminating against certain localities. They had bought up legislatures and courts so that farmers



had no chance in them, and no chance with the lawyers. These moneyed monopolists had so fossilized the legal mind that prompt legal redress could not be had. If the courts could not give relief in less than two years, he wanted a revolution to clear out the Supreme Court. They would undo the old court and make a quicker one. Many public men had pockets full of railroad passes, which was a sort of bribery. No man was free who had one. That was one of the means used to corrupt courts and legislatures. Something must be done for the farmers, for the prices of all they sold went down, and all they bought had gone up.

#### EVENING SESSION.

The Association met at 7.30, and was called to order by the President. Stephen Moore, of Kankakee, addressed the meeting on Railroad Reform, and moved a resolution recommending the construction by the United States Government of a great central railroad from, say Lincoln, Neb., to New York, Philadelphia, and Baltimore, to be used only for freight purposes.

He then presented the following resolutions :

*Resolved*, That all transportation companies, lines and persons shall have the right to run their cars on said roads, paying as toll therefor such compensation as the Board of Directors shall determine upon.

*Resolved*, That the Board of Directors for the management of said road, shall be elected by the lower House of Representatives of the States named as corporators.

*Resolved*, That one Senator and Representative be requested to appoint three persons, who shall be empowered to proceed to the Legislature of the States through which the road will pass, and ask co-operation by the State, and request that each State will appoint three persons, who shall constitute a Joint Committee.

*Resolved*, That the charter for the construction of such National Railway should be granted by the National Government, and said railway shall forever remain a public highway.

*Resolved*, That the States through which this National Freight Road shall be built shall become corporators, under said charter.

*Resolved*, That in the States through which and along which the road is to be built, the people thereof shall construct the same through the territory of said States respectively.

*Resolved*, That said railway shall ever remain under the control of said States, which States shall exercise the power of regulating tariff rates.

*Resolved*, That it is the sense of this Convention that a double-track, steel-rail freight railway should be built from Lincoln, Nebraska, west, crossing the States of Iowa and Missouri as near upon a line as may be, running thence east on an air-line to Youngstown, near the eastern boundary of Ohio; thence following the Gardner survey to some point in Pennsylvania, to be determined upon hereafter; from thence with three diverging lines running to New York, Philadelphia and Baltimore; that said railway shall be used exclusively for a freight line. The Committee to prepare a charter for the construction of the road should submit it to the respective State Legislatures for approval, and when approved to present the same to Congress, and ask for its passage.

*Resolved*, That the Chairman appoint a Committee of five to present these resolutions to the Legislature, and ask that body to carry out their spirit.

Water transportation did not give relief to all that came, only from a cheap freight line. In Indiana the movement would receive encouragement.

Mr. Patterson said the farmers had seen those sugar-coated pills, and they griped awfully. Where was this road to be located? Where was the money to come from? This was just the way dust was thrown in the farmers' eyes.

It was moved that the resolutions be referred to the Committee on Resolutions. If they were passed it would seem that they did not need relief, and were ready to shell out for more roads.

Mr. Carter, of McLean, said it was too large a job for him to even passively indorse it. A long debate followed as to whether the resolutions should be referred or tabled, most persons thinking it unwise to take any action favoring the plan. The motion to refer was agreed to.

The Committee on Permanent Officers of the Association reported as follows:

#### OFFICERS OF THE ILLINOIS STATE FARMERS' ASSOCIATION.

President—W. C. Flagg, Moro, Madison County.

Vice Pres't, 1st Dist.—A. H. Dolton, Dolton, Cook County.

"	2d	"	L. Worthington, Chicago, Cook.
"	3d	"	N. S. Church, Barrington, Cook.
"	4th	"	M. D. Richards, Woodstock, McHenry.
"	5th	"	D. W. Dame, Lanark, Carroll.
"	6th	"	Rufus Ford, Buda, Bureau.
"	7th	"	R. W. Conklin, Morris, Grundy.
"	8th	"	W. Calan, Pontiac, Livingston.
"	9th	"	L. F. Ross, Avon, Fulton.
"	10th	"	H. C. Lawrence, Prairie City, McDonough.
"	11th	"	T. Butterworth, Quincy, Adams.
"	12th	"	Benjamin Dornblazer, Assumption, Christian.
"	13th	"	John Brown, Normal, McLean.
"	14th	"	J. P. Potterfield, Sidney, Champaign.
"	15th	"	James Wright, ———, Shelby.
"	16th	"	M. M. Hooton, Centralia.
"	17th	"	James Smith, jr., Moro, Madison.
"	18th	"	John M. Ferris, Anna, Union.
"	19th	"	Richard Richardson, Ewing, Franklin.

Secretary—S. M. Smith, Kewanee, Henry.

Treasurer—Duncan McKay, Mt. Carroll, Carroll.

#### COUNTY EXECUTIVE COMMITTEES.

Bureau—G. W. Stone, Princeton. Christian—P. L. Myers, Assumption. Carroll—W. Belding, Tamarac. Coles—Harmon Gregg, Charleston. Champaign—G. W. McElroy, Thomasboro. DeKalb—E. Noble, DeKalb. DeWitt—S. M. Thorpe, Wapello. Effingham—W. S. Thompson, Effingham. Fulton—W. T. Fennessy, Avon. Ford—James D. Kilgore, Paxton. Grundy—Otis Baker, Morris. Henry—John N. Morgan, Galva. Hancock—John S. Johnson, Elvaston. Iroquois—W. H. Mann, Gilman. JoDavies—Richard Barrett, Galena. Jefferson

—W. A. Boggs, Mt. Vernon. Knox—Charles Hinchley, Galesburg. Kane—Thomas Judd, Sugar Grove. Kendall—O. C. Johnson, Kendall. Livingston—W. B. Fyfe, Pontiac. La Salle—W. H. Haldleigh, Tonica. McHenry—Amos Henderson, Woodstock. McLean—W. K. Duncan, Towanda. Marion—James Creed, Walnut Hill. Macoupin—David Gore, Carlinville. Mercer—L. D. Willard, Preemption. Macon—Joshua Green, Decatur. Madison—H. Burroughs, Edwardsville. Marshall—J. M. W. Moore, Wenona. Putnam—John Sherring, ———. Peoria—W. T. Merritt, Princeville. Piatt—W. S. Lindsay, Mansfield. Rock Island—J. P. Day, Port Byron. Stark—A. H. Harris, Lafayette. Stephenson—Levi Hersler, Rock Grove. Scott—W. B. Moore, Naples. Union—H. F. Eastman, Anna. Vermilion—G. Wolf, Catlin. Woodford—James Harper, El Paso. Will—J. L. Owen, Mokena. Whiteside—J. A. Patterson, Rock Falls.

The Committee on Resolutions reported a series of resolutions which were unanimously and enthusiastically adopted, as follows :

WHEREAS, the constitution of Illinois requires the Legislature to pass laws to correct abuses and prevent unjust discrimination and extortion by railroads ; and whereas, the Legislature has complied with this provision of the constitution ; and whereas, the railroads of Illinois stand in open defiance of the laws by charging rates greatly in excess of what the laws allow, and by unjust discriminations and extortions ; and whereas, these exactions and extortions bear most heavily upon the producing classes : therefore be it

*Resolved*, 1. That this Convention of farmers and producers insist upon the enforcement and observance of these laws.

2. That in obedience to the universal law, that the creature is not above the creator, we declare our unalterable conviction that all corporations are subject to regulation by law, and that we will tolerate no divided sovereignty with corporations of our own creation.

3. That we call upon every department of the State government, the executive, legislative, and judicial, in their joint and several capacities, to execute the constitution and laws now in force, and if amendments or new laws are needed to enforce obedience, we call for their speedy enactment.

4. That in the efforts of our officers to execute the laws in question, no narrow policy should be pursued by the Legislature, but that the magnitude of the matter at stake demands that ample appropriations be made to enable those in charge of the subject to act with vigor and effect.

5. That cheap transportation is of vital interest to the West, and that every combination to increase the price above what is just and legitimate is conspiracy against the rights of the people and a robbery which we loudly protest against.

6. That persons traveling on the railroads of Illinois having tendered to the proper officers the legal fare, are in the line of their duty, and having complied with the law so far as the circumstances would permit, are entitled to and should receive the protection of the civil power of the State ; and any interference with such persons by attempts on the part of an officer or employee of the railroad to eject them from the cars, for the reason that they have not paid the illegal fare demanded, is a crime against the peace and dignity of the State, a violation of the rights of the citizen, and should be summarily punished by exemplary fines and penalties.

7. That the power of this and all local organizations should be wielded at the ballot box, by the election (to all offices, from the highest to the lowest, legislative, executive and judicial) of such and only such persons as sympathize with us in this movement, and believe, as we do, that there is a rightful remedy for this wrong, and that it can and must be enforced. And to this end we pledge our votes at all elections where they will have a bearing against the wrong in question.

8. That the late decision in the McLean County Circuit Court, sustaining the constitutionality of our railroad laws, is sound, and we hail it with satisfaction.

9. That we recommend to our legislators the enactment of a law making it a misdemeanor for any county or State officer to accept a free pass from any railroad while holding office.

10. That we view with favor the opening of feasible water communications, and that the proposition to so improve and enlarge the great water line of the lakes and the St. Lawrence, so as practically to bring tidewater to Chicago, and the further purpose to complete the Illinois River Improvement,

and the extension of the canal to Rock Island, so as to connect the vast interior river system with the ocean commerce at our great commercial city, meets our approbation.

11. That it is the sense of this Convention, that in the appointment of the Railroad and Warehouse Commission at least one of the members of that commission should be a man whose business interests, sympathies and knowledge of the experience and wants of the farmer class should fairly constitute him a representative man of that class, and who shall be so recommended by them.

12. That we are greatly indebted to the Bloomington Board of Trade for their kindness and courtesy in extending gratuitously to us their beautiful hall.

13. That our thanks are cordially extended to the people and hotels of Bloomington, for the hospitable treatment we have enjoyed at their hands.

14. That in order to accomplish the ends aimed at by this Convention, we earnestly recommend the organization of the farmers throughout the State into clubs, granges, and patrons of husbandry.

Mr. A. H. Dillon, of McLean, offered the following :

*Resolved*, That this Convention hail with joy and pleasure the action regarding railroad freights taken by the representatives in Congress (Shellabarger, of Ohio, and Hawley, of Illinois), as the harbinger of better things to come.

*Resolved*, That this Convention appoint Captain J. H. Rowell and R. M. Benjamin to proceed immediately to our Legislature, to procure an act condemning all railroads that are running in violation of law; and we further recommend that a commission be appointed to take charge of said road or roads, and run them in compliance with law, until we have the decision of the courts.

The first resolution moved by Mr. Dillon was then, on motion, unanimously carried, and the second referred to the committee on resolutions. A number of resolutions were also referred to the same committee, without being read to the meeting.

A discussion sprang up as to the policy of at once acting on the principles of riding "according to law," several delegates declaring their readiness to assert their rights, provided there was a general agreement on the part of members present to do so. It was argued that after two or three forcible ejectments from the cars, followed by a visitation of fine and penalty on offending conductors, the thing would be conceded, and fares reduced to three cents a mile. There was room to doubt if ejectment would be attempted, as the passengers generally would be in sympathy with such as stood on their rights, and would demand that they be permitted to ride. No action was taken in the direction of these suggestions.

W. R. Duncan, of McLean, expressed his dissatisfaction with the methods of relief proposed in the speeches and resolutions. They involved delay, and the farmers of Illinois could not wait. They must have relief soon, or bankruptcy would come. He would propose a respectful and earnest address to the railroad corporations, appealing to them, as intelligent and honest men, to do what was just and fair by the farmers of the country. If they responded, there would be immediate relief.

The Committee on Resolutions presented a supplementary report, embodying several resolutions, as follows :

*Resolved*, That farmers buy no implements of those manufacturing companies, or their agents, which have entered into any conspiracy agreeing not to sell their implements to the farmers' associations.

*Resolved*, That this Convention respectfully call the attention of the General Assembly to the bill introduced by Senator Vaughan, of Knox, in 1871, fixing reasonable maximum rates of freights on railways, and that we urge the immediate passage of that or a similar bill.

*Resolved*, That the Secretary of this Convention be instructed to forward to Hon. Messrs. Shellabarger, of Ohio, and Hawley, of Illinois, and also to the President of the Senate and Speaker of the House of Representatives, copies of the resolutions of this Convention, with the request that they be laid before their respective houses.

*Resolved*, That the thanks of this Convention are due, and are hereby tendered, to those journals in our State which have shown their sympathy with this movement, and lent it their able advocacy.

*Resolved*, That this Convention, and those whom it represents, desire to be kept fully informed of the proceedings of the Legislature, by which our interests are largely affected, and an opportunity to know the precise action of our immediate representatives on the important subjects on which legislation is to be had, and therefore respectfully request that the Legislature will cause full reports of their proceedings to be published.

All of which were adopted.

The chairman of the Committee on Resolutions presented the following (out of respect to a member of the committee, though he had not been able to submit it to the members generally), which was carried :

*Resolved*, That we are in favor of removing the duty on iron, lumber and salt.

Resolutions of thanks were then passed to the temporary and permanent chairmen ; also to the secretaries, for their efficient discharge of duty. The President then expressed his pride and satisfaction at the attendance and proceedings of the Convention. He felt it an honor to be an Illinois farmer in view of what had been done, and earnestly exhorted all to labor untiringly in the cause in which they had embarked. He would especially urge local organizations in every part of the State. He then proposed three cheers for the noble men who had initiated this Convention at Kewanee, in October last, which were given with tremendous effect, and a supplementary tiger.

The Convention then adjourned.

## COUNTY AGRICULTURAL BOARDS.

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Section 3 of "An act to create a Department of Agriculture in the State of Illinois," makes it the duty of each County Agricultural Board to make a report of its proceedings, annually, to the State Board of Agriculture, and article 20 of the by-laws of the State Board prescribes the form and date of such reports, as follows:

30. Each County Agricultural Board shall report annually, through its Secretary, and shall forward such report to the Secretary of the State Board of Agriculture, on or before the 15th day of November. Such report should embrace:

1. Names and post office address of its President, Secretary, and other officers; the number of its members, and the number of volumes in its library.

2. Such statement of its transactions for the preceding year as may be necessary to a correct appreciation of the means employed and results accomplished by such Board in promoting the agricultural and industrial interests of the region covered by its organization. This statement to include the amount offered as premiums at the last exhibition; the general character of such exhibition, with the number of entries in each department thereof; together with copies of such essays, statements and statistics collected, as may be deemed worthy of publication or notice in the annual report of the State Board of Agriculture. When two or more organizations are represented in a County Agricultural Board, then the report of such Board should embrace a separate report from each organization represented, covering the points heretofore mentioned.

3. Suggestions in regard to any subject it may be thought desirable to bring to the notice of the State Board of Agriculture, or, through said Board, to the people of the State, or to the General Assembly.

In accordance with the above requirements, reports have been received from some two-thirds of the county organizations.

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### BOONE COUNTY.

#### OFFICERS.

*President*—John J. Foote, Belvidere.

*Vice-President*—Luke Teeple, Belvidere.

*Secretary*—Asher E. Jenner, Belvidere.

*Treasurer*—Charles B. Loop, Belvidere.

*Directors*—I. V. Draper, Anzi Abbe, Belvidere; Isaac Sewell, Caledonia Station; S. A. Ellsworth, Hunter; James Kelley, D. R. Andrus, Belvidere; Clark Heath, Silas DeMann, Capron.

Number of members .....	50
Time of holding Fair in 1872.....	September 24, 25, 26 and 27.
Amount paid in premiums in 1872 .....	\$1, 512 50
Number of entries of cattle .....	150
"    "    horses .....	117
"    "    sheep.....	52
"    "    hogs.....	104
"    "    poultry.....	40
"    "    machinery.....	102
"    "    farm products, fruit, flowers, etc.....	306
"    "    textile fabrics.....	108
"    "    fine arts, musical instruments, etc.....	195
"    "    miscellaneous articles .....	68
"    "    mechanical .....	116
Total number of entries .....	1, 358

A. E. JENNER,

Secretary Boone County Agricultural Board.

## BUREAU COUNTY.

## OFFICERS.

*President*—O. C. Kellogg, Princeton.*Vice-Presidents*—Simon Elliott, Princeton ; John V. Cotterell, Malden;  
Rufus Ford, Buda.*Treasurer*—James L. Worthington, Princeton.*Secretary*—T. J. Cooper, Princeton.*Assistant Secretary*—L. J. Colton, Princeton.

Number of members .....	52
Number of volumes in library .....	5
Time of holding Fair in 1872.....	October 10, 11, 12 and 13.
Amount paid in premiums in 1872.....	\$2, 200 00
Number of entries of cattle.....	155
"    "    horses .....	254
"    "    sheep.....	20
"    "    hogs.....	153
"    "    poultry.....	56
"    "    machinery.....	30
"    "    farm products, fruit, flowers, etc.....	210
"    "    textile fabrics.....	182
"    "    fine arts, musical instruments, etc.....	34
"    "    miscellaneous articles.....	73
Total number of entries .....	1, 179

T. J. COOPER,

Secretary Bureau County Agricultural Board.

## CARROLL COUNTY.

## OFFICERS.

*President*—E. M. McAfee, Mount Carroll.

*Vice-President*—E. Beddill, Lanark.

*Treasurer*—F. D. Tracy, Mount Carroll.

*Secretary*—C. L. Hostetter, Mount Carroll.

*Executive Committee*—Thirteen members.

Number of members.....	475
Time of holding Fair in 1872.....	September 10 to 13.
Amount paid in premiums in 1872.....	\$1,028 50
Number of entries of cattle.....	45
"    "    horses.....	117
"    "    sheep.....	4
"    "    hogs.....	23
"    "    poultry.....	23
"    "    machinery.....	41
"    "    farm products, fruit, flowers, etc.....	139
"    "    textile fabrics.....	19
"    "    fine arts, musical instruments, etc.....	31
"    "    miscellaneous articles, 197; pantry stores, 150; total.....	347
Total number of entries.....	788

We have one of the best counties in the State for stock breeding and agricultural purposes. Our farmers are learning rapidly to appreciate the value of thoroughbred stock. About seven years ago Dr. A. Hostetter brought the first herd of Short-Horns into the county. The people then thought pedigrees were a humbug, and the prices at which thoroughbred stock was held almost an attempt to swindle the community. Our county fair, by bringing before the people for examination this fine stock, has done much to remove the prejudice which at first discouraged the attempts of breeders to improve the native stock by introducing thoroughbred animals, so that now we have no less than four different breeds of Short-Horns and any number of the improved breeds of swine. Also one of the largest herds of pure Jerseys in the State. We need better horses—here is an opening for some one that will invest in really good animals.

We have no manufactures of any extent in our county, although there is everything which should invite them. We have a rolling country covered with groves and prairie, and traversed by winding streams of pure water. Farm and dairy products are always in abundance, so that the cost of living for the mechanic or capitalist may be said to be at a minimum rate. Our farmers are intelligent and always willing and able to pay for the best machinery which can be procured. No better location could be found for its manufacture. Our county is traversed by the Western Union Railroad, which makes connections with all the great



eastern and western routes. The surrounding country would furnish also the materials either for woolen or paper manufacturing. We invite the inspection of capitalists, and believe that no county in the State offers better inducements for investment.

C. L. HOSTETTER,

*Secretary Carroll County Agricultural Board.*

## CASS COUNTY.

### OFFICERS.

*President*—Isaac M. Stribling, Virginia.

*Vice-President*—John A. Petefish, Virginia.

*Treasurer*—Ed. T. Oliver, Virginia.

*Secretary*—R. W. Raybourn, Virginia.

*Directors*—William Stevenson, Little Indian; Robert Stevenson, Little Indian; John Prunty, Ashland; A. G. Angeir, Virginia; Robert Hall, Virginia.

Number of members.....	24
Time of holding Fair.....	September 3, 4 and 5
Amount paid in premiums.....	\$2.00
Number of entries of cattle.....	71
"    "    horses.....	170
"    "    sheep.....	16
"    "    hogs.....	62
"    "    machinery.....	22
"    "    farm products, fruit, flowers, etc.....	53
"    "    textile fabrics.....	91
"    "    miscellaneous articles.....	86
"    "    mules.....	30
Total number of entries.....	655

RUFUS W. RAYBOURN,

*Secretary Cass County Agricultural Board.*

## CHAMPAIGN COUNTY.

### OFFICERS.

*President*—James R. Scott, Champaign.

*Secretary*—George Scroggs, Champaign.

*Treasurer*—Henry Trevett, Champaign.

*Executive Committee*—James R. Scott, Champaign; D. Gardner, Champaign; S. H. Busey, Urbana; C. B. Carpenter, Tolono; G. W. Gere, Champaign; D. A. Phillippi, Champaign; Jesse Burt, Urbana; Wiley Davis, Mahomet.

umber of members.....	233
me of holding Fair.....	September 10 to 14
ount paid in premiums.....	\$3, 722 00
umber of entries of cattle.....	75
“ “ horses.....	300
“ “ sheep.....	25
“ “ hogs.....	107
“ “ poultry.....	24
“ “ machinery.....	43
“ “ farm products, fruit, flowers, etc.....	368
“ “ textile fabrics, fine arts, musical instruments, etc.....	210
“ “ miscellaneous articles.....	83
Total number of entries.....	1234

GEORGE SCROGGS,

*Secretary Champaign County Agricultural Board.*

## CLAY COUNTY.

### OFFICERS.

*President*—M. H. Presley, Flora.

*Vice-President*—Crawford Erwin, Louisville.

*Secretary*—H. R. Neff, Louisville.

*Treasurer*—James Wilders, Louisville.

*Directors*—M. H. Presley, F. M. Critchlow, Darling Long, W. H. Anna, William Foreman, Louisville.

umber of members.....	16
me of holding Fair.....	Sept. 10, 11, 12, 13
ount paid in premiums.....	\$516 37
umber of entries of cattle.....	16
“ “ horses.....	33
“ “ sheep.....	6
“ “ hogs.....	16
“ “ poultry.....	2
“ “ machinery.....	1
“ “ farm products, fruit, flowers, etc.....	32
“ “ textile fabrics.....	47
“ “ miscellaneous articles.....	9
Total number of entries.....	178

H. R. NEFF,

*Secretary Clay County Agricultural Board.*

## COLES COUNTY.

## OFFICERS.

*President*—William Millar, Mattoon.

*Vice-President*—M. B. Valodin, Oakland; S. D. Doyle, Mattoon.

*Secretary*—D. C. M. Evans, Charleston.

*Treasurer*—L. R. Hutchason, Charleston.

*Directors*—Richard Roberts, Charles Pinatel, Thomas G. Chambers, Charleston; Ed. R. Connelly, Westfield; Isaac N. Gibbs, Mattoon.

*Superintendent of Ring*—Sam Van Meter, Loxa.

Number of members.....	91
Time of holding Fair.....	Sept. 10, 11, 12, 13 and 14
Amount paid in premiums.....	\$2, 130
Number of entries of cattle.....	127
"    "    horses.....	223
"    "    sheep.....	21
"    "    hogs.....	136
"    "    poultry.....	63
"    "    machinery.....	39
"    "    farm products, fruit, flowers, etc.....	236
"    "    textile fabrics.....	191
"    "    fine arts, musical instruments, etc.....	42
"    "    miscellaneous articles.....	30
Total number of entries.....	1, 108

In transmitting our annual report, a few remarks may not be out of place.

The items herewith will give you, perhaps, an idea of the success of our Fair better than a lengthy description; they show that Coles County Fair now ranks among the leading fairs of the State.

Our success is gratifying, and perhaps due, in a great measure, in electing officers who are live men, and have been successful in their own business, and are willing to give their own time and energies to the welfare of the Society.

We have not aimed to build up any one department to the neglect of another, but have tried to make all premiums in proportion to value and benefit they bear to our agricultural interests. In examining the premium lists of other fairs and our own, we found there was in nearly every one a great difference made, and partiality shown. In the division of premiums offered, two prominent departments were badly neglected, viz: the Ladies' Work and Fine Arts, and the Agricultural Products.

In 1870 we offered liberal premiums in these two departments, and in the first the show was very fine. In 1871, we offered a still more liberal list and well extended, and in proportion to the other departments. We built a large Fine Art Hall, and found our capacity overflowed. This

ear we built another large Floral Hall and filled up both. We find it pays to interest the ladies, as they add attraction.

Our experience shows that a few large premiums offered on cattle and horses will not make the interest that the same money does distributed in different prizes where more persons can get a chance to compete. The extra large premiums have a tendency to discourage the very persons we wish to benefit. They conclude it is useless for them to try, as old experienced showmen will come from a distance and carry off the money. We believe in liberal premiums and many of them, courteous treatment, and living up strictly to our printed rules. To this we owe much of our success.

Our grounds, located near Charleston, while not as large, are perhaps as well arranged and beautiful as any in the State. During the past 70 years we have expended over \$6000 for substantial improvements. While not making a specialty of trial of speed, or in other words, "the agricultural boss-trot," we have now the best *half-mile track* in the State.

D. C. M. EVANS,

*Secretary Coles County Agricultural Board*

## DEKALB COUNTY UNION AGRICULTURAL INSTITUTE.

### OFFICERS.

*President*—William L. F. Jones, Asbury, LaSalle county.

*Vice-President*—David E. Harmon, Sandwich, DeKalb county.

*Treasurer*—George W. Culver, Sandwich, DeKalb county.

*Corresponding and Recording Secretary*—N. E. Ballou, Sandwich, DeKalb county.

*Directors*—A. L. Gage, H. F. Winchester, S. D. Coleman, George Ark, DeKalb county; H. W. Sweetland, Northville, LaSalle county.

Number of members .....	120
Number of volumes in library .....	75
Time of holding Fair.....	Sept. 30 to Oct. 3
Amount paid in premiums.....	\$1,344 50
Number of entries of cattle.....	50
"      "      horses .....	146
"      "      sheep .....	53
"      "      hogs .....	60
"      "      poultry .....	52
"      "      machinery .....	40
"      "      farm products, fruits, flowers, etc. ....	70
"      "      textile fabrics.....	155
"      "      fine arts, musical instruments, etc .....	75
"      "      miscellaneous articles.....	125
"      "      not under above heads.....	35
"      "      equestrian and other exercises by horses.....	20
<b>Total number of entries.....</b>	<b>681</b>

This association for the promotion of agriculture, and kindred arts, was organized in March, 1860, and has had twelve annual fairs, all of which have been in the highest degree successful, taking into the account that two other agricultural associations exist in the county, and maintain fairs. The "Institute" is a stock association, owns twenty acres of land, upon which are located halls, offices, and every appliance for the successful carrying out of fairs and exhibitions. It is intended, ere long, that courses of lectures upon agriculture and kindred subjects will be held during winters, and that surplus funds accruing therefrom will be used to augment the library.

#### RESOURCES OF DE KALB COUNTY.

According to ninth census, DeKalb county had, two years ago, 30,500 inhabitants. From a "tabulated statement" of the assessors of the county, representing each town, it has an area of 400,333 acres, 376,706 acres of which are improved lands, while of unimproved lands there are 23,632 acres. The waste land is but a small fraction, thus giving to the plow nearly the whole area.

#### SUMMARY OF FARM RESOURCES.

DeKalb county is almost entirely an agricultural county, and nearly every branch of farming is represented in the general aggregate of products. It is now producing a large surplus of grains, pork, neat stock, and sends to market probably over a half million pounds of cheese from her ten factories, which have been in successful operation during the year. At a low estimate her grain crop, embracing wheat, winter and spring, corn, oats, rye, barley and buckwheat, will reach an aggregate value of \$1,500,000, while the cheese product, at the low estimate of 10 cents per pound, will net \$50,000.

According to assessed value of horses, cattle, mules, hogs and sheep, the whole value, at the minimum rate given by the assessors of the county, we have a united value reaching \$678,038, while the total assessed value of real estate of the county reaches \$2,984,813. It must be borne in mind that these figures, based upon assessed values, convey but an insignificant expression of real values.

#### THE CENTENARY OF THE NATION.

Agreeable to a suggestion of the "Centennial Commission," the "Institute" took action at its last annual meeting in October, 1872, upon the importance of aiding in the grand national ovation, making a century of national existence; and according to an expressed desire of the Commissioners, we hereby incorporate the action taken, in our report to the "State Board of Agriculture."

## RESOLUTION BY THE BOARD OF DIRECTORS.

WHEREAS, the anniversary of the Independence of the United States, in the year 1876, is to be appropriately celebrated by an exhibition of the resources, products, arts and industries of our country and the whole civilized world, by an "Universal Exposition," in accordance with an act of Congress, approved March 3, 1872; and whereas, by invitation of the Centennial Commission, consisting of two members from each State of the Union, and Territories, products of all of the industrial pursuits are solicited, and co-operation from all the agricultural societies of the country; therefore

*Resolved*, that the "Union Agricultural Institute," through its Board of Directors, pledge to the Centennial Commission a hearty and active co-operation in their plans, whereby an exhibition eminently patriotic in all of its features, may be projected, which shall at once indicate a century's progress, and illustrate our resources, and all the mammoth pursuits of the people of our widespread domain.

Resolution adopted.

## POMOLOGY OF DE KALB COUNTY.

In looking about among the pioneers of the county, I have gleaned some facts pertinent to the pomology of this section of country. I find that Capt. Almus Pratt, formerly of Deep River, Connecticut, introduced the first apple trees into the southern part of the county, about thirty-five years ago, from seeds brought with him into the county. These seedlings were engrafted from time to time, by cions obtained here and there, but mostly from the eastern States. The early settlers here were early impressed with the idea that the choicest apples of the eastern and middle States would not succeed here, and in their experiments the nation has been in part verified. Capt. Pratt has, by great industry and perseverance, not only succeeded in establishing an excellent apple orchard, but is growing many varieties of pears. He has originated many valuable seedling apples, not only of fine quality but productive, and profitable for marketing. He also cultivates quite extensively many varieties of cherries, the most profitable of which is the Early Richmond. But the first introduction of apple trees, involving any considerable quantity, was by Mr. Charles Lincoln, of Little Rock, Kendall county, about thirty years ago. His invoice amounted to 20,000 trees, which were originally from the farm of a Mr. Hawkins, of Rhode Island, an amateur cultivator of fruit, whose experiments had grown so considerably upon his hands that a portion of his nursery stock was sold and removed to Bethany, Genesee county, New York. From Bethany, Mr. Lincoln purchased his stock of trees, removed them

into Kendall county, and from his farm they were sold, and those trees became the nucleus of many fine orchards in this section of country. The leading varieties of this stock of trees were: Rambo, winter; Baldwin, winter; Nonesuch, winter; Red Astrackan, fall; Northern Spy, winter; Pearmain, winter; Swaar, winter; Golden Russett, winter; Yellow Bellflower, winter; Tallmans Sweeting, winter; Winter Wine-sap, winter; Domenie, winter; Hawkins Pippin, winter; Rawles Janet, winter; New York Pippin, winter; Rhode Island Greening, winter; Black Detroit, winter; Fameuse, late fall; Maidens Blush, fall; Carolina Red June, summer; Early Rennock, fall; Early Harvest.

Mr. Lincoln's selections proved, in the main, to be adapted to the climate and prairie soil, and he now looks with pride upon the success of his undertaking, in giving his friends many excellent and enduring varieties of the apple. But until the last ten years but little had been done in the way of planting anything like extensive orchards. It is found that those orchards planted near timber belts thrive best, and are most constant and profitable in the production of fruit. This is owing to two reasons: first, to shelter, and second, to the clay element of the soil, which affords more nutriment which enters into the development of fruit, and less of the elements that enter into wood making. It is a fact that from the annual bearings of our prairies, the soil is fat with carbonaceous matter, that stimulates the growth of wood, so much so that an apple orchard will attain a growth in five years which should be extended to ten years, during which latter time more compactness of wood is obtained and less of the energies of the tree goes to the perfection of fruit buds; while another source of aliment is carbonic acid gas from the atmosphere, which is the food of all trees, forest and fruit, and as there is a paucity of all varieties of trees upon our prairies, a much larger proportion is taken in by the less number of *boarders in the mess*—hence they thrive and fatten. In the physiology of plant life, the element above stated is denominated, with other elements, as oxygen, hydrogen and nitrogen, *atmospheric matter*, which burns away in fire, while the earthy matter taken from the soil is burned to ashes in destruction by fire. It is quite probable, as the carbonaceous matter of the soil disappears by cultivation, fruit trees, more especially the apple, will grow less rapidly, and consequently yield more fruit.

In looking over our county we see many fine orchards, which in time must furnish large quantities of fruit for market in distant portions of country destitute of the apple, which will add much value to farm products. I have very imperfectly tried to preserve some local facts for future use, it may be, when some abler pen may give a complete history of fruit growing in the State. It would be a pleasant task to give a

succinct view of the efforts and struggles of the pioneers to secure what is, next to breadstuff, the most essential element of domestic life in securing health and longevity. We eat too much pork and too little of fruit. In a word, the tart acids of fruit are essential to sharpen the intellect, and give a glow and fervor to our thoughts. They send the blood in healthier currents, mounting to the brain ; tone and stimulate every nerve-fiber into livelier action, while the whole body is electrified into increased vigor. We would think more, live longer, act wiser, and enjoy life's brief span better, if we would cultivate the apple, the cherry, the plum, the pear and vine, and use them abundantly for deserts upon our tables. God has so adapted every needed fruit to every clime, that they should always be found upon our boards to enliven and cheer.

NAHUM E. BALLOU,

*Corresponding and Recording Secretary.*

## DOUGLAS COUNTY.

### OFFICERS.

*President*—Derrick Lamb, Tuscola.

*Treasurer*—A. M. Woody, Tuscola.

*Secretary*—T. F. Daggy, Tuscola.

*Directors*—Jas. Farley, Newman ; John Ervin, Tuscola ; Elias Daggy, Tuscola ; J. S. Wyeth, Tuscola ; C. Bright, Tuscola.

The above organization was not perfected until the 26th of August last, at which time the fair ground was in possession of some parties who claimed that they were going to hold a Fair, and we thinking they would do so, did not make any effort to have one until it was too late, and the result was we had no Fair in our county. We are making full arrangements for next year. Number of members, fourteen.

THEO. F. DAGGY,

*Secretary Douglas County Agricultural Board.*

## DU PAGE COUNTY.

### OFFICERS.

*President*—O. J. Stough, Hinsdale.

*Secretary*—A. S. Landon, Wheaton.

*Treasurer*—M. E. Jones, Wheaton.



**Directors**—Hon. L. Ellsworth, Naperville; C. Stolp, Naperville; R. Oldfield, Downer's Grove; Adam Gloss, Elmhurst; P. M. Stacey, Wheaton; Jas. Barber, Turner Junction; Josiah Stevens, Bloomingdale; M. M. Lester, Bloomingdale.

Number of members.....	115
Time of holding Fair.....	September 3, 4 and 5
Amount paid in premiums.....	100
Number of entries of cattle.....	20
"    "    horses.....	40
"    "    sheep.....	25
"    "    hogs.....	23
"    "    poultry.....	5
"    "    machinery.....	9
"    "    farm products, fruit, flowers, etc.....	30
"    "    textile fabrics.....	23
"    "    miscellaneous articles.....	9
Total number of entries.....	234

A. S. LANDON,

*Secretary Du Page County Agricultural Board.*

#### AGRICULTURAL AND MECHANICAL SOCIETY.

##### OFFICERS.

**President**—Daniel Dunham, of Wayne.

**Secretary**—A. S. Landon, of Wheaton.

**Treasurer**—A. J. Patrick, of Bloomingdale.

**Directors**—J. T. Pierce, of Wayne; John W. Meacham, of Bloomingdale; James Wakeman, of Addison; Geo. Barber, of York; Alex. Stevens, of Milton; Russell Manville, of Winfield; C. W. Richmond, of Naperville; Hon. L. Ellsworth, of Lisle; Victor Fredenhazen, of Downer's Grove.

The Society voted to hold their next Annual Fair on Wednesday, Thursday and Friday, of September 3, 4 and 5, 1873.

We are out of debt, and have better prospects than for the past two years. Our grounds are in good order, with amphitheatre, offices and sheds sufficient.

A. S. LANDON,

*Secretary*

#### EDWARDS COUNTY.

##### OFFICERS.

**President**—John Brisenden, Albion.

**Vice-President**—Thos. Gill, Albion.

**Secretary**—J. M. Campbell, Albion.

**Treasurer**—Wm. B. Liebe, Albion.

**Directors**—John Curtiss, Albion; John Walker, Albion; Jos. Wood, Albion; Chas. Clark, Albion; John Shillings, Albion; Jos. McDowell, West Salem.

number of members.....	116
time of holding Fair.....	September 24, 25, 26 and 27
amount paid in premiums.....	\$1,010
number of entries of cattle.....	31
"    "    horses.....	105
"    "    sheep.....	19
"    "    hogs.....	44
"    "    poultry.....	10
"    "    machinery.....	12
"    "    farm products, fruit, flowers, etc.....	138
"    "    textile fabrics.....	38
"    "    fine arts, musical instruments, etc.....	20
"    "    miscellaneous articles.....	219
Total number of entries.....	636

**J. M. CAMPBELL,**

*Secretary Edwards County Agricultural Board.*

## EDGAR COUNTY.

### OFFICERS.

**President**—Wm. O. Wilson, Paris.

**Vice-President**—J. I. Blackman, Paris.

**Secretary**—Walter Booth, Paris.

**Treasurer**—Hiram Sanford, Paris.

**General Superintendent**—W. Blackburn, Paris.

**Directors**—J. V. Lycan, Paris; D. B. Elliott, Paris; John Arthur, Paris; B. Holcomb, Paris; W. G. Culbertson, Conologue.

number of members.....	44
time of holding Fair.....	September 3, 4, 5 and 6
amount paid in premiums.....	\$2,310
number of entries of cattle.....	73
"    "    horses.....	191
"    "    sheep.....	41
"    "    hogs.....	56
"    "    poultry.....	10
"    "    machinery.....	28
"    "    farm products, fruit, flowers, etc.....	165
"    "    textile fabrics.....	73
"    "    miscellaneous articles.....	440
Total number of entries.....	1,078

**WALTER BOOTH,**

*Secretary Edgar County Agricultural Board.*

## EFFINGHAM COUNTY.

## OFFICERS.

*President*—William Gillmore, Edgewood.

*Vice-President*—T. L. Sexton, Effingham.

*Secretary*—E. H. Bishop, Effingham.

*Treasurer*—D. Rinehart, Effingham.

*Directors*—I. L. Leith, Mason ; Eli D. Kelly, W. C. Wright, M. V. Parks, W. H. Blakely, Effingham.

Number of members.....	81
Number of volumes in library.....	1
Time of holding Fair in 1872.....	October 22, 23, and 24.
Amount paid in premiums in 1872.....	\$563 50
Number of entries of cattle.....	13
"    "    horses.....	103
"    "    sheep.....	5
"    "    hogs.....	24
"    "    poultry.....	9
"    "    machinery.....	59
"    "    farm products, fruit, flowers, etc.....	88
"    "    textile fabrics.....	11
"    "    fine arts, musical instruments, etc.....	8
"    "    miscellaneous articles.....	122
Total number of entries.....	442

Effingham county is situated on the line of the old National Road, about midway between Terre Haute and St. Louis, and got its first settlers near forty years ago. Its improvement was very slow, until the Illinois Central Railroad was built ; its real improvement began about fifteen years ago. It now has a population of some 20,000 inhabitants. The county is divided into fourteen townships. It is watered by the Little Wabash river, and its numerous tributaries. This stream runs through the center of the county, and is fed by Fulfer, Big, First, Second and Blue Point creeks, entering the river from the west side, and Salt, Green and Bishop creeks, coming from the east side. These streams cause about one third of the county to be covered with timber; the remainder is prairie, some of it of a very good quality. The land near the streams is broken, with considerable poor land along the edges of the timber, known as barrens. The county seat (Effingham City) is in this portion of the county, at the crossing of the Chicago Branch of the Illinois Central railroad, and St. Louis, Vandalia and Terre Haute railroad. The business of a stranger, leading him to the county seat, usually creates an unfavorable impression as to the character of the soil of the county. The soil is composed of a light mold resting on a stratum of a very heavy lime-stone clay, usually called hard-pan. Experiments have

shown that this hard-pan, when exposed to the sun and frost until pulverized, makes a top-dressing for crops almost equal to lime. Along the streams are some very fine bottom lands that are just beginning to be improved. A great many very good farms will be made on these streams. The timber is of excellent quality, consisting of Oak and Hickory on the uplands, and Sugar, Walnut, Lynn, Elm, Hickory, Sycamore and Cottonwood on the bottom lands. Large quantities of lumber, timber and wood are shipped north on the Illinois Central Railroad from this county yearly—even brush is collected and tied into bunches 12 feet long and 1 foot in diameter and shipped to Chicago, to make a break water on Lake Shore, at a remunerative price. The county is well watered by the above streams. Numerous springs are found in the county. Wells of permanent water may be made any where at the depth of from sixteen to thirty-five feet; the former greatly preponderate. There are acres of stone in different parts of the county, consisting of sandstone, from a very coarse to a very fine grit, suitable for building. This resource of the county has never been explored, and none yet brought into market. Surface veins of coal 18 inches thick have been found and used to some extent, not more than two and three feet below the surface of the ground. This is the same strata worked at Shelbyville. I have no doubt that the whole county is underlaid with coal at some depth.

The Chicago branch of the Illinois Central Railroad runs nearly through the center of the county from north to south, and the St. Louis, Vandalia and Terre Haute Railroad most through the center of the county, from east to west, crossing at Effingham city. The Springfield and South-Eastern Railroad enters the county on the south and skirts near the western boundary to the north-western corner of the county, making two crossings within the county. These railroads have three crossings and twelve stations within the limits of the county, and give us 75 miles of railroad. The city of Effingham contains a population of about 3000. It has ten dry goods stores, three clothing stores, four drug stores, two iron and hardware stores, two tin and stove stores, five provision stores, two restaurants, one boot and shoe store, two bakeries, three barber shops, six hotels, two newspapers, three merchant tailors, seven churches of the following denominations: Two Methodist—North and South; Baptist, Catholic, Presbyterian, Lutheran and Christian, all of which have neat and commodious buildings. The St. Louis, Vandalia and Terre Haute Railroad have their round house and repair shop at this place. We have two large flouring mills, one woolen factory, two school houses, valued at fifteen thousand each. Our court house is a new one and cost (44,000) forty-four thousand dollars, with mansard roof, and the cornices and windows edged with stone. The population

of the county has tripled within the last fifteen years. It is pretty certain that the Chicago and Paducah Railroad will be built through this county, making Effingham city a point. The road is under contract, and is to be completed to Effingham next summer. Also, the Cincinnati and St. Louis Railroad will be built through the county. Effingham city is a point in the charter of this road.

The following statement, showing some of the resources of the county, is taken from the assessor's book of 1872 :

Horses.....	6,985
Mules.....	305
Cattle.....	10,994
Sheep.....	7,735
Hogs.....	14,775

E. H. BISHOP,

*Secretary Effingham County Agricultural Board.*

### AGRICULTURAL SOCIETY.

I herewith submit the following statement of the Effingham County Agricultural Society :

#### OFFICERS FOR 1872.

*President*—William Gillmore, Edgewood.

*Vice-President*—T. L. Sexton, Effingham.

*Secretary*—E. H. Bishop, Effingham.

*Treasurer*—D. Rinehart, Effingham.

*Directors*—I. L. Leith, Mason ; Eli D. Kelly, W. H. Blakely, M. V. Parks, W. C. Wright, Effingham.

Fair held at Effingham October 22d to 24th. Number of entries 442. amount paid as premiums \$563 50.

Effingham County Agricultural Society was organized August 20th. and held its first annual fair in October, (it was only decided to hold a fair about thirty days previous to the time), and owing to the short space of time for preparing the grounds, it was considered an entire success. The grounds consist of 40 acres, inclosed with an eight foot oak plank fence ; dining hall and art gallery ; a half mile track ; situated in the suburbs of the city of Effingham, and is considered by visitors from abroad to be one of the finest fair grounds in the State. The Society is a stock company, and

Has stock subscribed.....	\$1,000 00
" " paid.....	2,125 00
" " unpaid.....	\$1,875 00

	DR.	
Cost of land.....	\$3,000 00	
"    improvements.....	2,900 00	
	<hr/>	\$5,900 00
	CR.	
By stock paid.....	\$2,125 00	
By profits of Fair.....	561 65	
By funds of old Society.....	169 50	
	<hr/>	2,856 15
Balance unpaid indebtedness.....		\$3,043 85
Deduct unpaid stock subscribed.....		2,885 00
		<hr/>
Balance not provided for.....		\$158 85

You will see, from the above, that there is nothing in the hands of the treasurer. We have not paid, at maturity, all that is due, but by the last of this month we hope to be able to pay all matured debts.

E. H. BISHOP,  
*Secretary.*

## FRANKLIN COUNTY.

### OFFICERS.

*President*—Wm. A. King, Ewing.

*Secretary*—Wm. R. Ward, Benton.

*Treasurer*—A. D. Jackson, Benton.

*Directors*—B. E. Webster, Thos. Neal, Wm. King, E. T. Webb, Jno. Hogan, H. Galbraith, E. Movic, Jno. Murphy, D. Mooneyham, C. D. Means, Wm. Fitzgerald.

Our tenth annual Fair commenced October 2d, and continued four days. The weather was fine, and the attendance was larger than at any previous Fair. The number of entries was largely in excess of what we usually have. The receipts of Fair was about \$1400; amount paid on premiums, about \$800. The Society, after paying for all necessary improvements in arranging for Fair, paid premiums in full.

Our fair grounds are situate about one-half mile from Benton, the county seat, and contain about ten acres, well inclosed. We contemplate, the ensuing year, to add five acres more, in all fifteen acres, making a commodious and beautiful fair ground. Have also in contemplation the erection of a new floral hall, and an amphitheatre, capable of accommodating all who may attend—the present amphitheatre being entirely too small.

Our Fairs are growing better each year, and from the selection of officers for the ensuing year, and the interest manifested, I conclude that our next Fair will improve upon the preceding.

WM. R. WARD,  
*Secretary.*

## FULTON COUNTY.

## OFFICERS.

*President*—Ira F. Elrod, Ipava.

*Vice-President*—David J. Waggoner, Lewistown.

*Secretary and Treasurer*—Chas. T. Heald, Canton.

*Directors*—Hon. S. P. Cummings, Astoria; Joab Mershon, Vermont; Howard Martin, Canton; Hon. H. L. Bryant, Lewistown; John Leeper, Farmington; R. S. Voorhees, Fairview; Jerry F. Willcoxon, Bryant.

Number of members .....	1294
Number of volumes in library .....	5
Time of holding Fair in 1872 .....	Sept. 24-27
Amount paid in premiums in 1872 .....	\$5000
Number of entries of cattle .....	150
"    "    horses .....	250
"    "    sheep .....	75
"    "    hogs .....	300
"    "    poultry .....	100
"    "    machinery .....	200
"    "    farm products, fruit, flowers, etc. ....	1800
"    "    textile fabrics .....	750
"    "    fine arts, musical instruments, etc. ....	75
"    "    miscellaneous articles .....	500
Total number of entries .....	4000

Fulton county has, in 1872, fully maintained her reputation in her annual Fair. The interest of our county residents has been manifested to an even greater degree than in some of the past years, while perhaps the attendance from outside was not so large as in the past two years. The people of Fulton county are fully alive to the very great importance to them of these annual fairs, especially in the results of the very liberal challenge to the world to come in and compete with us. While many were at first disposed to try and "keep our premiums at home," it is now seen that the wider and more extensive the competition, the greater the stimulus to improvement. Particularly has this been demonstrated in horses and cattle. A few years since our farmers thought they had as good horses as anybody, and that their cattle were good enough. Our neighbors have astonished us with their fine horses and cattle, and shown us points of development that we were formerly strangers to. We see the benefits to be derived from securing blooded stock, and are eagerly seizing the means to place us in the front ranks.

While this is especially noticeable in horses and cattle, it is none the less true of other stock, and in the industrial, mechanical, and agricultural departments. In the ladies' department of this year's Fair, it was the frequent exclamation, "It can't be excelled." "Floral Hall" was simply grand. In the decorations in evergreen and flowers, the taste displayed was far superior to any former occasion. Flowers, plants

fruits, preserves, pickles, needle work, fabrics, paintings, penciling, and the whole line of fancy's, were abundantly represented, and decidedly mark "progress" upon the ladies banners.

Financially, the Fair was a success—the receipts paying all expenses and premiums. The total amount of cash premiums actually offered were about \$7500, the amount awarded and paid \$5000.

C. T. HEALD,

*Secretary Fulton County Agricultural Board.*

## GRUNDY COUNTY.

### OFFICERS.

*President*—Aaron Harford, Morris.

*Secretary*—Otis Baker, Morris.

*Treasurer*—James Anderson, Morris.

*First Vice-President*—H. S. Bethel, Morris.

*Second Vice-President*—Henry Reed, Morris.

*Third Vice-President*—Hiram Thayer, Morris.

The above names are the officers elect for 1873—the first three being chosen again.

Number of members.....	200
Time of holding Fair in 1872 .....	Sept. 3 to 5, incl.
Amount paid in premiums in 1872 .....	\$630
Number of entries of cattle.....	24
"      "      horses .....	59
"      "      sheep .....	12
"      "      hogs.....	23
"      "      poultry .....	4
"      "      machinery .....	64
"      "      farm products, fruit, flowers, etc. ....	64
"      "      textile fabrics.....	44
"      "      fine arts, musical instruments, etc. ....	6
Total number of entries .....	300

Our county is small, and comparing it with most of the adjoining counties is comparatively new. Our Society has, for several years, been pecuniarily embarrassed, but we have this year succeeded in liquidating the debt, and hope in future to be able to make a better report. The State Fair at Ottawa (20 miles distant) operated to our disadvantage, as many that would otherwise have taken hold with us were saving time and money to go to the larger exhibition.

OTIS BAKER,

*Secretary Grundy County Agricultural Board.*



## HANCOCK COUNTY.

## OFFICERS.

*President*—Henry W. Draper, Carthage.

*Vice-President*—William Freas, Carthage.

*Treasurer*—O. P. Carlton, Carthage.

*Secretary*—Geo. W. Batchelder, Carthage.

*Directors*—William C. Hooker, Carthage; John Fletcher, Carthage; Frank Stepp, Carthage; John F. Cheny, Carthage; Hosea Burnett, Bentley.

Number of members.....	Not reported.
Number of volumes in library.....	"
Time of holding Fair in 1872.....	September 9 to 13.
Amount paid in premiums in 1872.....	\$2,000
Number of entries of cattle.....	104
"    "    horses.....	263
"    "    sheep.....	53
"    "    hogs.....	136
"    "    poultry.....	23
"    "    machinery.....	63
"    "    farm products, fruits, flowers, etc.....	80
"    "    textile fabrics.....	79
"    "    fine arts, musical instruments, etc.....	23
"    "    miscellaneous articles.....	33
"    "    jellies, etc.....	61
Total number of entries.....	981

GEO. W. BATCHELDER,  
*Secretary Hancock County Agricultural Board.*

## HENRY COUNTY.

## OFFICERS.

*President*—P. H. Beveridge, Geneva.

*Vice-President*—Richard Mascal, Cambridge.

*Secretary*—R. H. Hinman, Cambridge.

*Assistant Secretary*—F. E. Welton, Cambridge.

*Treasurer*—Wm. H. Shepard, Cambridge.

*General Superintendent*—J. C. Edwards, Cambridge.

*Directors*—Nath. Gould, S. D. Alfred, J. S. Herman, Royce Allen, S. H. Lay, Cambridge.

me of holding Fair in 1872.....	September 10 to 13.	
mount paid in premiums in 1872.....		\$2, 776
number of entries of cattle.....		26
"    "    horses.....		133
"    "    sheep.....		12
"    "    hogs.....		41
"    "    poultry.....		39
"    "    machinery.....		67
"    "    farm products, fruits, flowers, etc.....		514
"    "    textile fabrics.....		57
"    "    fine arts, musical instruments, etc.....		118
"    "    miscellaneous articles.....		284
dy equestrianism.....		6
Total number of entries.....		997

R. H. HINMAN,

Secretary Henry County Agricultural Board.

## IROQUOIS COUNTY.

### OFFICERS.

*President*—Hon. Samuel Williams, Watseka.

*Secretary*—Isaac Arnerman, Onarga.

*Treasurer*—Geo. C. Wilson, Gilman.

*Directors*—J. H. Jones, Milford ; A. B. Caldwell, Sheldon ; Wm. H. Hinman, Gilman ; Isaac W. Wilson, Onarga ; J. B. Wilson, Wellington.

	Watscka.	Onarga.
number of members.....	No report.....	146
number of volumes in libraries.....		No libraries.
me of holding Fair in 1872.....	Sept. 3, 4, 5, and 6.....	10, 11, 12, and 13.
ount paid in premiums in 1872.....	\$1, 215.....	\$739 50      \$1, 954 50
number of entries of cattle.....	41.....	48      89
"    "    horses.....	241.....	104      345
"    "    sheep.....	8.....	4      12
"    "    hogs.....	42.....	41      83
"    "    poultry.....	9.....	13      22
"    "    machinery.....	43.....	7      52
"    "    farm products, fruit, flowers, etc.....	126.....	197      323
"    "    textile fabrics.....	12.....	70      82
"    "    fine arts, musical instruments, etc.....	58.....	19      77
"    "    miscellaneous articles.....	144.....	16      160
Total number of entries.....	724.....	519      1, 243

ISAAC ARNERMAN,

Secretary Iroquois County Agricultural Board.

## JASPER COUNTY.

## OFFICERS.

*President*—B. W. Harris, Newton.*Vice-President*—Jas. W. Crows, Newton.*Secretary*—H. Vanderhoof, Newton.*Treasurer*—John Brooks, Newton.

Number of members.....	51
Time of holding Fair in 1872.....	October 2, 3, and 4.
Amount paid in premiums in 1872.....	140
Number of entries of cattle.....	17
"    "    horses and mules.....	121
"    "    sheep.....	11
"    "    hogs.....	11
"    "    poultry.....	20
"    "    machinery.....	32
"    "    farm products, fruits, flowers, etc.....	100
"    "    textile fabrics.....	53
"    "    fine arts, musical instruments, etc.....	74
"    "    miscellaneous articles.....	30
Total number of entries.....	478

H. VANDERHOOF.

*Secretary Jasper County Agricultural Board*

## JERSEY COUNTY.

## OFFICERS.

*President*—Hon. Henry O. Goodrich, Jerseyville.*Vice-President*—Hon. Geo. E. Warren, Jerseyville.*Treasurer*—Hon. C. M. Hamilton, Jerseyville.*Secretary*—Morris R. Locke, Jerseyville.

*Directors*—Hon. Oliver P. Powel, George Egallhoof, James Downey, Wm. Davison, Henry S. Ross, A. A. Barnett, Geo. W. Kirly, Jacob Utz, Zaddoch Reddick, James Parish, Hiram McCauley, Henry Ryan.

Number of members.....	(representing 502 shares of stock, \$25 each).....	51
Number of volumes in library.....		31
Time of holding Fair in 1872.....	October 14, 15, 16, 17, and 18.	51
Amount paid in premiums in 1872.....		29
Number of entries of cattle.....		320
"    "    horses.....		31
"    "    sheep.....		28
"    "    hogs.....		22
"    "    machinery.....		126
"    "    farm products, fruits, flowers, etc.....		112
"    "    textile fabrics.....		210
"    "    fine arts, musical instruments, etc.....		75
"    "    kitchen products.....		505
"    "    preserves, canned fruits, etc.....		1,633
Total number of entries.....		

MORRIS R. LOCKE,

*Secretary Jersey County Agricultural Board*

## JEFFERSON COUNTY.

## OFFICERS.

*President*—Jesse A. Dees, Laur.

*Vice-President*—Jeremiah Taylor, Mt. Vernon.

*Treasurer*—Capt. A. F. Taylor, Mt. Vernon.

*Corresponding Secretary*—C. D. Ham, Mt. Vernon.

*Recording Secretary*—J. S. Bogan, Mt. Vernon.

*General Superintendent*—J. C. McConnell, Dix P. O.

*Marshal*—J. B. Goodrich, Mt. Vernon.

*Class Superintendents*—Capt. J. R. Moss, Thomas Johnson, George Hill, N. Meredith, Rev. J. Ellis, J. M. Galbraith, Mt. Vernon.

number of members.....	About 600
number of volumes in library.....	Our library was burnt in 1869—2 or 3 volumes now.
date of holding Fair in 1872.....	September 24, 25, 26.
amount paid in premiums in 1872—less entrance fee of 10 per cent.....	\$1,290 50

		Premiums.
number of entries of cattle.....	31	\$172 00
“ “ horses.....	173	712 00
“ “ sheep.....	2	6 00
“ “ hogs.....	48	127 00
“ “ poultry.....	5	4 00
“ “ machinery, etc.....	19	33 00
“ “ farm products, fruit, flowers, etc.....	159	77 50
“ “ textile fabrics.....	80	51 50
“ “ fine arts, musical instruments, etc.....	4	5 00
“ “ miscellaneous articles not on premium list.....	27	2 00
“ “ jacks and mules.....	26	101 00
Total number of entries.....	574	\$1,290 50

receipts of Fair of 1870.....	About \$1,726 30
number of entries.....	741
receipts of Fair of 1871.....	About \$1,466 70
receipts from all sources Fair of 1872 :	
Collected.....	\$1,510 60
Uncollected.....	About \$72 00
number of entries in the various departments.....	541
miscellaneous entries.....	26

So far as we have been able to form an opinion as to the beneficial results attending such annual exhibitions, it has clearly demonstrated a fact, that in mules, jacks, horses, hogs, grains and fruits of all kinds, there has been a steady and marked improvement. In cattle, I cannot report any perceptible improvement.

While our farmers are willing to pay fair prices for jacks and horses, and hogs, of an improved stock, they show little disposition to do anything in the way of improving their cattle by the introduction of finer breeds.

The season being very dry, as a matter of course the Fair was looked on, in advance, as a failure, but a timely shower allayed the dust, and had the effect of bringing out a large concourse of people on three

days, and we did very well under the circumstances. Indeed, it was considered as one among the finest stock exhibitions ever held in this county.

I regret that I cannot say that the ladies' department was as well filled as usual, still the articles exhibited were very creditable to their skill and taste.

In fruits, notwithstanding the drought, I thought they were nearly up to the standard, except as to peaches, and the trees bearing so abundantly accounted for their diminished size.

Our people are sadly disappointed as to the supposed value of their fruit crops. I use the words *supposed value*, because in shipping fruit the profit goes to the railroad and not to the shipper, hence a large quantity of fruit was entirely lost, because it could not be made available. Not so as to wheat—and the same pains used in raising fruit, applied in the cultivation of wheat, would be of great importance and advantage to our farmers, and I think fruit will be dropped to some extent, and attention directed to wheat growing.

JOHN S. BOGAN,

*Recording Secretary Jefferson County Agricultural Board*

## JO DAVIESS COUNTY.

### OFFICERS.

*President*—Edgar M. Bouton, Galena.

*Vice-President*—Fred. Chellain, Galena.

*Treasurer*—Daniel O. Stillman, Galena.

*Secretary*—Frank Bostnick, Galena.

*Directors*—Daniel N. Taylor, Richard Barrett, Wm. Reed, Moses Annetts, Galena; John Speer, Hanover.

Number of members.....	105 as stockholders
Number of volumes in library.....	Nov
Time of holding Fair in 1872.....	September 10, 11, 12, 13
Amount paid in premiums in 1872.....	\$1,200—offered \$2,000
Number of entries of cattle.....	60
"      "      horses.....	100
"      "      sheep.....	40
"      "      hogs.....	40
"      "      poultry.....	20
"      "      machinery.....	30
"      "      farm products, fruit, flowers, etc.....	200
"      "      textile fabrics.....	200
"      "      fine arts, musical instruments, etc.....	50
"      "      miscellaneous articles.....	150
Total number of entries.....	600

FRANK BOSTNICK,

*Secretary Jo Daviess County Agricultural Board*

## KANKAKEE COUNTY.

## OFFICERS.

*President*—W. H. Grinnell.

*Vice-President*—Azariah Buck.

*Treasurer*—Emory Cobb.

*Secretary*—A. E. Davis.

*Executive Committee*—Russell Seager, S. A. Randall, Yellowhead; Milton Butts, P. H. Burchard, Sumner; J. Blessing, J. E. Labrie, Manteno; H. S. Bloom, W. W. Todd, Rockville; James Chatfield, A. S. Vaie, Momence; George Hoag, H. Mosely, Ganeer; Frank Seguin, H. Worrell, Bourbonnais; C. B. Foster, J. D. Nichols, Limestone; N. Chester, W. F. Hixon, Salina; Ira C. Mosier, John E. Schoby, Essex; H. M. Condee, Jos. Guertin, St. Anne; Rovilla Beebe, J. A. Baker, Henry Stone, J. H. Lee, Pilot; R. Havens, J. Vining, Otto; M. F. Campbell, W. A. Colton, Norton; A. Holcomb, R. D. Sherman, Kankakee.

*Marshal and Superintendent of Grounds*—J. Frank Leonard.

Fair held at Society's grounds, in Kankakee, September 23 to 25, inclusive.

Entries, 925; premiums, \$1,433.

The Society is in a prospering condition; owns some thirty acres in city limits, part of which is a beautiful natural grove, which is provided with the necessary conveniencies of modern fair grounds—such as floral halls, vegetable halls, dining hall, ampitheater, ample stalls and pens for all stock, a splendid half mile track, and last but by no means least, several wells of pure water, affording a full supply of water for all stock on the grounds.

The area of the county is 666 square miles, about half of which is high rolling prairie, the rest moderately rolling or flat.

Little or no timber except along the Kankakee and Iroquois rivers, which are belted nearly their entire length.

The soil is generally good, and produces well of everything common to this part of the State.

The principal crops are corn, oats, hay, flax and potatoes. Considerable quantities of wheat, rye, barley and broom corn are also raised in some parts.

Corn and oats are extensively shipped, though a large amount is fed to cattle and hogs, and it is becoming the general opinion that this is the most profitable way of shipping grain to market, condensing it to save freight.

Fruit growing has not received the attention it is entitled to. All the small fruits and berries do very well. Grapes yield bountifully; experiments are being tried, with several foreign varieties, on the "sand

hills," in the southeastern part of the county, which promise, to the gentlemen engaged in it, to be a source of profit. More will probably be heard from these experiments at a later day.

Apples and pears will yield more when proper care and attention is given them. Half the failures in orchards arise from supposing the work to be completed when the trees are planted out, whether well or ill. As a proof of this assertion, every orchard that has had care, has paid well, yielding a bountiful supply of fine fruit. What would the farmer expect from his corn field were he to leave to dame Nature its care, after planting it.

The stock of horses are up to the average. There has been a marked improvement in the working breeds, by the introduction of the Normans and other large breeds. Fancy stock has also increased, until the general tendency is in favor of good breeding.

The stock of cattle will compare favorably with that of other counties no older than ours, the favorite being the Durhams, for all purposes; yet there are representatives of several other breeds, and among them all are some very fine animals.

The manufactures of any note are flour, wool, linseed oil, buttons, plows, wagons and carriages.

Kankakee, the county town, is situated near the geographical center, on the north bank of the river bearing same name, and at the point the Illinois Central Railroad crosses same. It is on a high rolling site—one of the finest in the State for a town—commanding a fine view of the surrounding country, and is extremely healthy. It is the fortunate possessor of one of the finest perpetual water-powers in the State, affording, at medium low stage of water, 1,000 horse-power, less than one-half of which is now in use. Ample river frontage for all surplus power belongs with it.

The attention of manufacturers is being directed to this point. A company has just arranged for power for a large paper mill, and it is safe to say a few years will see the town rank among the manufacturing towns of the West.

The Burton ditching and hedging plow, patented by Wm. Burton, of this place, is manufactured here, and is meeting with great demand.

The flouring mills are running night and day, and as some evidence of their business, their freight bills foot as high often as \$3,000 in a single month. Their brands are kept to the standard, and are in great demand.

The woolen mills are doing a flourishing business in cloths, blankets and yarns, being in great demand wherever known. They have taken prizes wherever exhibited.

Limestone, of excellent building and lime-making qualities, abounds in unlimited quantities. Several quarries are being worked and paying well.

Coal abounds in the northwestern part of the county, and is being produced in limited quantities.

The Illinois Central Railroad crosses the county north and south. The Cincinnati, L. and C., coming from the southeast, connects with the Illinois Central at Kankakee. The P., K. and P. Co., have a road-bed graded through the center of the county, east and west, which will probably be completed the coming season.

The towns are Kankakee, Momence, Manteno, Meldron, St. Anne, and Chebanse.

Population about 25,000.

S. N. HATHAWAY,

*Secretary Kankakee County Agricultural Board.*

## KENDALL COUNTY.

### OFFICERS.

*President*—Geo. M. Hallenback, Milbrook.

*Financial Agent*—Jas. A. Godard, Yorkville.

*Secretary*—D. C. Beck, Plano.

number of members.....	450
number of volumes in library.....	None.
date of holding Fair in 1879.....	September 3, 4, 5 and 6.
amount paid in premiums in 1879.....	\$676 50.
number of entries of cattle.....	6
“ “ horses.....	90
“ “ sheep.....	13
“ “ hogs.....	60
“ “ poultry.....	7
“ “ machinery.....	67
“ “ farm products, fruit, flowers, etc.....	146
“ “ textile fabrics.....	98
“ “ fine arts, musical instruments, etc.....	35
“ “ miscellaneous articles.....	46
Total number of entries.....	568

D. C. BECK,

*Secretary Kendall County Agricultural Board.*



## KNOX COUNTY.

## OFFICERS.

*President*—A. J. Dunlap, Galesburg.

*Vice-President*—Henry Arms, Knoxville.

*Treasurer*—Ransom Babcock, Wataga.

*Secretary*—George L. Hannaman, Knoxville.

*Executive Committee*—M. L. Overstreet, John G. West, Galesburg; A. N. Phelps, Wataga; T. S. Basset, Oneida; H. R. Cashman, W. W. Campbell, Abingdon; J. H. Sumner, Gilson; L. W. Benson, Maquon; Joseph Clesson, Yates City.

Number of members.....	15
Number of volumes in library.....	8
Time of holding Fair in 1872, Tuesday, Wednesday, Thursday and Friday. Sept. 3, 4, 5 and 6.	
Amount paid in premiums in 1872.....	\$1,300 00
Number of entries of cattle.....	60
"    "    horses.....	140
"    "    sheep.....	40
"    "    hogs.....	23
"    "    poultry.....	17
"    "    machinery.....	36
"    "    farm products, fruit, flowers, etc.....	31
"    "    textile fabrics.....	143
"    "    fine arts, musical instruments, etc.....	195
"    "    miscellaneous articles.....	49
"    "    domestic manufactures, bread, cakes and fruits.....	297
"    "    gardens.....	7
Total number of entries.....	1,027

GEO. L. HANNAMAN,

*Secretary Knox County Agricultural Board.*

## LAKE COUNTY.

## OFFICERS.

*President*—R. H. French, Libertyville.

*Vice-Presidents*—Albert Kapple, Hainesville; Elisha Gridley, Half Day.

*Secretary*—C. A. Partridge, Waukegan.

*Treasurer*—A. B. Cook, Libertyville.

*Directors*—James Pollock, Millburn; John Clark, Lake Zurich; W. B. Dodge, Waukegan; Edwin Wilson, Libertyville; Robert Easton, Half-Day.

Number of members (probably) .....	700
Time of holding Fair in 1873 .....	September 18, 19 and 20.
Amount paid in premiums in 1873 .....	\$1,000 00
Number of entries of cattle .....	47
"    "    horses .....	253
"    "    sheep .....	31
"    "    hogs .....	21
"    "    poultry .....	23
"    "    machinery .....	33
"    "    farm products, fruit, flowers, etc. ....	209
"    "    textile fabrics .....	70
"    "    fine arts, musical instruments, etc. ....	18
"    "    miscellaneous articles .....	74
Total number of entries .....	778

**CHAS. A. PARTRIDGE,**  
*Secretary Lake County Agricultural Board.*

## LAWRENCE COUNTY.

### OFFICERS.

*President*—Wm. T. Buchanan, Lawrenceville.

*Vice-President*—George M. Whittaker, Lawrenceville.

*Secretary*—J. W. McCleave, Lawrenceville.

*Treasurer*—Hugh Seed, Lawrenceville.

*Corresponding Secretary*—A. J. Judy, Lawrenceville.

Number of members .....	135
Time of holding Fair in 1873 .....	September 25, 26 and 27.
Amount paid in premiums in 1873 .....	\$1,177 00
Number of entries of cattle .....	29
"    "    horses .....	79
"    "    sheep .....	10
"    "    hogs .....	11
"    "    poultry .....	4
"    "    machinery .....	5
"    "    farm products, fruit, flowers, etc. ....	67
"    "    textile fabrics .....	91
"    "    fine arts, musical instruments, etc. ....	24
"    "    miscellaneous articles .....	51
"    "    mules .....	16
"    "    speed ring .....	23
Total number of entries .....	410

Our County Fair for this year was a complete success, far exceeding the most sanguine expectations of its officers and members. It was well attended, and the entries were far in advance, in point of numbers, of any of our preceding fairs; the exhibition of stock was a decided improvement over last year, while the variety and quality of farm pro-

ducts, and display in Fine Arts Hall, would, I think, compete favorably with the same classes at the State Fair. The farmers of Lawrence county have been abundantly blessed this year in receiving an ample reward for their honest labor. Wheat, corn, oats, barley, clover, timothy, and in fact every variety of farm products, have yielded an abundant harvest; while fruit of all kinds, for want of a market, rotted by hundreds of bushels in the orchards. Still the agricultural resources of our county are undeveloped. While our farmers are making decided improvement in agriculture, and are improving their farms by erecting tidy dwelling houses, and good barns, fences, etc., and are beginning to manifest that thriftiness and pride which should characterize the farmers of such a fertile county as ours, still they do not yet fully appreciate the many advantages offered them by the rich, inexhaustible soil of our county, adapted as it is to all varieties of farm products. But with the growing interest which is unmistakably manifested in every department of agriculture, which was manifested at our late County Fair, our county will soon fill the place she is sooner or later destined to fill—that of one of the foremost agricultural counties in the State.

J. W. McCLEAVE,

*Secretary Lawrence County Agricultural Board.*

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## LEE COUNTY.

### OFFICERS.

*President*—D. B. Raymond, Dixon.

*Treasurer*—Jason C. Ayres, Dixon.

*Secretary*—Joseph T. Little, Dixon.

*Vice-Presidents*—Francis Carey, Rochelle; H. E. Badger, Amboy; Henry Bly, Ashton; Valentine Hicks, Lee Centre; D. L. Harris, Melugin's Grove; W. M. Hansen, Franklin Grove; W. A. Judd, Dixon; Thomas Sherman, Amboy; David Griggs, Walnut; Lewis Hullinger, Dixon; Edw. Morey, Lee Center; David Welty, Dixon; John O'Rourke, Amboy; A. P. Dysant, Nachusa; Michael Troutman, Dixon; M. J. Braiden, Rochelle; Lewis Merriman, Dixon; W. E. Brown, Sublette; Evins Adrian, Melugin's Grove; O. W. Bryant, Meriden; John Yetter, Willow Creek.

*Executive Committee*—Abijah Powers, Abram Brown, Chas. Gardner, Henry T. Noble, Dixon; Samuel Dysan, Franklin Grove; Josiah Little, Amboy.

Number of members.....	241
Time of holding Fair in 1872.....	September 3, 4, 5 and 6.
Amount paid in premiums in 1872.....	\$2,400 00
Number of entries of cattle.....	141
"    "    horses, jacks and mules.....	93
"    "    sheep.....	70
"    "    hogs.....	56
"    "    poultry.....	8
"    "    machinery.....	17
"    "    farm products, fruit, flowers, etc.....	129
"    "    textile fabrics.....	45
"    "    fine arts, musical instruments, etc.....	6
"    "    miscellaneous articles.....	32
Total number of entries.....	597

JOSEPH T. LITTLE,

*Secretary Lee County Agricultural Board.*

## LOGAN COUNTY.

### OFFICERS.

*President*—P. R. Marquart, Atlanta.

*Secretary*—S. D. Fisher, Atlanta

*Treasurer*—Wm. M. Dustin, Lincoln.

*Directors*—Benjamin Bean, Wm. P. Hunt, Atlanta; R. B. Latham, James Coddington, C. Knapp, Lincoln.

Number of members.....	334
Time of holding Fair in 1872.....	September 3 to 6 and October 2 to 6.
Amount paid in premiums in 1872.....	\$4,480 00
Number of entries of cattle.....	118
"    "    horses.....	448
"    "    sheep.....	81
"    "    hogs.....	110
"    "    poultry.....	105
"    "    machinery.....	80
"    "    farm products, fruit, flowers, etc.....	604
"    "    textile fabrics.....	976
"    "    fine arts, musical instruments, etc.....	302
"    "    miscellaneous articles.....	189
"    "    canned fruits, bread, cakes, etc.....	1111
"    "    mules and jacks.....	34
Total number of entries.....	3758

S. D. FISHER,

*Secretary Logan County Agricultural Board.*

## ATLANTA UNION CENTRAL AGRICULTURAL SOCIETY.

### OFFICERS.

*President*—P. R. Marquart, Atlanta, Logan Co.

*Vice-Presidents*—J. A. Pitts, McLean, McLean Co.; Thomas Maddox, Hallville, Dewitt Co.; A. N. Dills, Atlanta, Logan, Co.; G. N. Bryson, Armington, Tazewell Co.

*Secretary*—D. S. Fisher, Atlanta, Logan Co.

*Treasurer*—Frank Hoblit, Atlanta, Logan Co.

*Directors*—Daniel McFarland, McLean, McLean Co.; William Teel, Hallville, DeWitt Co.; James Yeazell, J. H. Bell, Wm. P. Hunt, J. H. Paullin, Atlanta, Logan Co.

Number of members.....	12
Time of holding Fair in 1873.....	September 3d to 6th.
Amount paid in premiums in 1873.....	\$1,914 00
Number of entries of cattle.....	71
"    "    horses.....	941
"    "    sheep.....	48
"    "    hogs.....	73
"    "    poultry.....	41
"    "    farm products, fruits, flowers, etc.....	413
"    "    machinery.....	44
"    "    fine arts, musical instruments, etc.....	50
"    "    textile fabrics.....	334
"    "    canned fruits, bread, cakes, etc.....	735
"    "    mules and jacks.....	16
"    "    miscellaneous articles.....	163
Total number of entries.....	2169

S. D. FISHER,

*Secretary.*

#### LOGAN COUNTY AGRICULTURAL AND MECHANICAL ASSOCIATION.

##### OFFICERS.

*President*—Jos. Ream, Lincoln.

*Vice-President*—Geo. Warren, Lincoln.

*Secretary*—C. W. Knapp, Lincoln.

*Treasurer*—N. M. Dustin, Lincoln.

*Directors*—Jos. Bell, G. D. Boyden, Jno. Critchfield, Sorrel Datan, Thos. Edes, G. W. Edgar, S. B. Evans, R. Tolbatt, M. Hennetson, Ed Martin, Uriah Warren.

Number of members.....	12
Time of holding Fair in 1873.....	October 3d to 6th.
Amount paid in premiums in 1873.....	\$2,545 00
Number of entries of cattle.....	47
"    "    horses.....	206
"    "    sheep.....	33
"    "    hogs.....	38
"    "    poultry.....	64
"    "    machinery.....	36
"    "    farm products, fruits, flowers, etc.....	191
"    "    textile fabrics.....	362
"    "    fine arts, musical instruments, etc.....	152
"    "    canned fruits, etc.....	376
"    "    miscellaneous articles.....	66
"    "    mules and jacks.....	18
Total number of entries.....	1509

C. W. KNAPP,

*Secretary.*

## MARION COUNTY.

## OFFICERS.

*President*—James A. Allen, Salem.

*Vice-Presidents*—Wm. Morris, Salem ; James Johnson, Centralia ; R. Crossett, Salem ; S. R. Carrigan, Salem.

*Secretary*—J. Shultz, Salem.

*Treasurer*—O. J. Rogers, Salem.

*Managers*—J. P. Phillips, Centralia ; S. B. Arnold, Iuka ; G. W. Eaglin, Patoka ; W. B. Lewis, Salem.

*Superintendent of Grounds*—O. W. Baker, Salem.

Number of members.....	300
Time of holding Fair in 1872.....	Sept. 24 to 27, incl.
Amount paid in premiums in 1872 .....	\$221
Number of entries of cattle.....	41
"      "      horses .....	261
"      "      sheep .....	6
"      "      hogs .....	55
"      "      poultry .....	23
"      "      machinery .....	30
"      "      farm products, fruit, flowers, etc.....	318
"      "      textile fabrics.....	150
"      "      fine arts, musical instruments, etc.....	14
"      "      miscellaneous articles .....	46
Total number of entries.....	943

J. SHULTZ,

*Secretary Marion County Agricultural Board.*

## MACOUPIN COUNTY.

## OFFICERS.

*President*—Horace J. Loomis, Chesterfield.

*Vice-President*—John W. Hankins, Carlinville.

*Secretary*—Thos. R. McKee, Carlinville.

*Treasurer*—Robert Bacon, Buford.

*Directors*—R. M. Bell, Brighton ; Wm. M. Chiles, Carlinville ; Richard Metcalf, Barr's Store ; John Ryan, Virden ; Richard E. Dorsey, Gillespie ; J. W. McVey, Nilwood ; Elihu Williams, Hornsby ; E. B. Eldred, Chesterfield ; C. T. Prouty, Carlinville.

Number of members.....	200
Time of holding Fair in 1872.....	Sept. 24, 25, 26 and 27
Amount paid in premiums in 1872—amount offered, \$3000 ; actually paid.....	\$2222

Number of entries of cattle.....	46
"    "    horses .....	304
"    "    sheep .....	26
"    "    hogs .....	123
"    "    poultry .....	26
"    "    machinery .....	22
"    "    farm products, fruits, flowers, etc.....	119
"    "    textile fabrics.....	159
"    "    fine arts, musical instruments, etc.....	67
"    "    miscellaneous articles.....	461
<b>Total number of entries .....</b>	<b>1400</b>

THOS. B. MCKEE,

*Secretary Macoupin County Agricultural Board*

## MASON COUNTY.

### OFFICERS.

*President*—J. Frank Kelsey, Havana.

*Vice-President*—Francis Low, Havana.

*Secretary*—Jno. W. Jones. Havana.

*Treasurer*—Thos. Covington, Havana.

*General Superintendent*—Wm. Waugh, Havana.

*Directors*—J. F. Kelsey, Havana; F. Low, Havana; Jno. H. Taylor, Havana; Caleb W. Slade, Havana; Isaac N. Mitchell, Havana; Benj. H. Gatton, Bath; Sam. H. Ingersoll, Forest City.

Number of members.....	24
Time of holding Fair in 1872.....	Oct. 17 to 20, incl.
Amount paid in premiums in 1872.....	\$190
Number of entries of cattle.....	42
"    "    horses .....	71
"    "    sheep .....	3
"    "    hogs .....	27
"    "    poultry .....	9
"    "    machinery .....	48
"    "    farm products, fruit, flowers, etc .....	376
"    "    textile fabrics.....	103
"    "    fine arts, musical instruments, etc.....	42
"    "    miscellaneous articles.....	122
<b>Total number of entries.....</b>	<b>623</b>

This Society was organized on the 30th of March, by the election of temporary officers, and on the 6th of April, 1872, constitution and by-laws were adopted, and permanent officers elected. It succeeds the old Mason County Agricultural Society.

The grounds contain 25 acres, owns 20 and leases 5; 54 stockholders to be increased to 100, at \$100 each; intoxicating liquors and gambling prohibited upon the grounds; exhibition very successful, with bright prospects for the future.

JNO. W. JONES,

*Secretary Mason County Agricultural Board*

## MADISON COUNTY.

## OFFICERS.

*President*—John C. Richmond, Edwardsville.

*Vice-President*—John M. Pearson, Godfrey.

*Treasurer*—John A. Prickett, Edwardsville.

*Secretary*—V. P. Richmond, Paddock's Grove.

*Corresponding Secretary*—C. D. Clark, Edwardsville.

*Directors*—Charles W. Fangenroth, Edwardsville; C. P. Smith, Edwardsville; Daniel B. Gillham, Alton; Willard C. Flagg, Moro; Julius A. Barnsback, Troy; Theodore Miller, St. Jacobs; James Montgomery, Moro.

Number of members.....	About.....	200
Time of holding Fair in 1872.....	September 10, 11, 12, and 13.	
Amount paid in premiums in 1872.....		\$1,532
Number of entries of cattle.....		98
"    "    horses.....		150
"    "    sheep.....		25
"    "    hogs.....		33
"    "    poultry.....		19
"    "    machinery.....		65
"    "    farm products, fruits, flowers, etc.....		409
"    "    textile fabrics.....		209
"    "    fine arts, musical instruments, etc.....		16
"    "    miscellaneous articles.....	Probably.....	50
Total number of entries.....		956

The Fair of the Madison County Agricultural Board began September 6, and continued four days, and was held at the following expenses and receipts:

For new improvements.....	\$2,494 30
Repairs and expenses.....	800 00
Premiums awarded.....	1,532 00
	<u>\$4,826 30</u>
Borrowed for new improvements.....	\$2,000 00
Received from State Board of Agriculture.....	100 00
Receipts of Fair.....	1,963 30
Balance due at close of Fair.....	763 00
	<u>\$4,826 30</u>

The officers of the Association labored hard for the success of the exhibition, and it was a success, save in the attendance of visitors. The exhibition hall was filled to overflowing. The entries in this department far exceeded any former year.

The prevalence of cattle and swine diseases in different parts of the county, prevented farmers from bringing in their fine cattle and swine—fearing contagion.

Entries in all other departments were good, more than an usual average.



From the universal bad health of our county at the time of our Fair, our gate receipts fell short of former years about \$1,200, when, from prospects before the Fair, we had expected full that amount of excess. The citizens of the northwest part of the county took an increased interest in the exhibition; and it is a plain fact, that should the citizens of the east and west parts of our county unite with those of the central in their efforts for an annual exhibition, the Madison County Fair would be a grand success.

At the regular meeting of the stockholders, it was deemed improper, for want of a sufficient amount of stock being represented, to either hold a meeting or an election; therefore, a meeting was called for the 7th October; at which meeting, a resolution was passed, directing the Board to issue a limited amount of stock to such persons as desired to become active members of the Association. The election of Directors, to serve three years, resulted in the re-election of Julius A. Barnsback, of Troy, and the election of James Montgomery, of Moro, and Theodore Miller, of St. Jacobs.

At the same meeting a resolution was passed authorizing the Directors to borrow money to pay off all expenses and premiums still due; and in pursuance of said order, a meeting of the Directors was called for the 18th October, when a note for \$500, payable from the first money received at the next Fair, was signed by the Directors present, and the money placed in the hands of the Treasurer for the immediate payment of all claims, so that our Society has promptly met its obligations.

The following will show the condition of the Society:

Assessed value of grounds and improvements.....	\$12,000
Amount of subscribed stock.....	\$4,000
Less inactive stock, about.....	1,200
	<hr/> \$2,800
New improvement debt.....	2,000
Old debts.....	800
Debt created to pay balance of expenses and premiums.....	500
	<hr/> 6,100
Leaving a balance, over and above all debts and stock, of.....	\$5,900

The railroad facilities for reaching our grounds are now good, and we are under obligations to those who availed themselves of the privilege to visit our Fair. We hope, by our efforts to interest visitors, to merit a renewal of their attendance each year.

Our nearness to St. Louis operates against our Fairs to a considerable extent. People are slow to learn that their own County Fair is most deserving of their attention, although there may not be so much to see as at a State Fair. Did they pay more attention to their Fairs, there would be more to see, and the Fair would always be a success in every way.

The Madison County Agricultural Board is represented in all her efforts by actual farmers, each one owning and superintending a farm. There is no other county that can make the same claim?

V. P. RICHMOND,

*Secretary Madison County Agricultural Board.*

## McHENRY COUNTY.

### OFFICERS.

*President*—James Crow, Crystal Lake.  
*Vice-President*—Wm. H. Stewart, Woodstock.  
*Secretary*—E. E. Richards, Woodstock.  
*Treasurer*—A. S. Stewart, Woodstock.  
*Superintendent*—Mac Church, Woodstock.

Number of members.....	530
Amount of holding Fair in 1879.....September 24, 25, 26, and 27.	
Amount paid in premiums in 1879.....	\$1,123
Number of entries of cattle.....	40
“ “ horses.....	122
“ “ sheep.....	27
“ “ hogs.....	30
“ “ poultry.....	23
“ “ machinery.....	63
“ “ farm products, fruits, flowers, etc.....	240
“ “ textile fabrics.....	40
“ “ fine arts, musical instruments, etc.....	50
“ “ miscellaneous articles.....	12
Total number of entries.....	674

E. E. RICHARDS,

*Secretary McHenry County Agricultural Board.*

## MENARD COUNTY.

### OFFICERS.

*President*—Jas. W. Judy, Tallula.  
*Vice-President*—H. H. Marbold, Greenview.  
*Treasurer*—John Tice, Petersburg.  
*Secretary*—J. G. Strodtman, Petersburg.  
*Directors*—J. B. Pemberton, Petersburg; J. G. Greene, Tallula; M. Combs, Petersburg; A. M. Houghton, Pleasant Plains; E. L. Swiney, Greenview; Wm. C. Smoot, Petersburg; A. K. Riggins, Petersburg; D. Gritman, Greenview.

Number of members.....	12
Time of holding Fair in 1872.....	October 1, 2, 3, and 4.
Number of entries of cattle.....	33
"        "        horses.....	113
"        "        sheep.....	13
"        "        hogs.....	58
"        "        poultry.....	15
"        "        machinery.....	34
"        "        farm products, fruits, flowers, etc.....	46
"        "        textile fabrics.....	30
"        "        fine arts, musical instruments, etc.....	95
"        "        miscellaneous articles.....	309
Total number of entries.....	735

J. G. STRODTMAN,

*Secretary Menard County Agricultural Board.*

## MONROE COUNTY.

### OFFICERS.

*President*—Amos F. Gardner.

*Vice-President*—Conrad Stroh.

*Superintendent*—Louis Tolin, Waterloo.

*Recording Secretary*—George L. Riess, Waterloo.

*Treasurer*—John Seyler, Waterloo.

*Register*—David M. Hardy, Waterloo.

Number of members.....	3
Time of holding Fair in 1872.....	October 16, 17, and 18.
Amount paid in premiums in 1872.....	202 3
Number of entries of cattle.....	20
"        "        horses.....	160
"        "        sheep.....	5
"        "        hogs.....	20
"        "        poultry.....	9
"        "        machinery.....	25
"        "        farm products, fruits, flowers, etc.....	85
"        "        textile fabrics.....	47
"        "        fine arts, musical instruments, etc.....	3
"        "        miscellaneous articles.....	178
Total number of entries.....	528

GEORGE L. RIESS,

*Secretary Monroe County Agricultural Board.*

## MORGAN COUNTY.

*President*—Charles Samples, Jacksonville.

*Vice-Presidents*—John C. Potts, Wm. C. Carter, Jacksonville.

*Secretary*—Jeremiah Pierson, Jacksonville.

*Treasurer*—C. D. Miller, Jacksonville.

*Directors*—George Graff, James C. Rector, V. S. Richardson, J. S. Holmes, Irvin Dunlap, F. E. Dayton, S. Woods, Jacksonville; N. D. Graves, M. W. Riggs, Riggston, Scott county; Peter Roberts, Franklin, Morgan county.

Number of members.....	340
Time of holding Fair in 1873.....	September 10 to 13.
Amount paid in premiums in 1873.....	\$2,000 00
Number of entries of cattle.....	108
"    "    horses.....	196
"    "    sheep.....	13
"    "    hogs.....	103
"    "    poultry.....	50
"    "    machinery.....	59
"    "    farm products, fruit, flowers, etc.....	226
"    "    textile fabrics.....	142
"    "    fine arts, musical instruments, etc.....	44
"    "    miscellaneous articles.....	189
Total number of entries.....	1,123

**JEREMIAH PIERSON,**

*Secretary Morgan County Agricultural Board.*

## MERCER COUNTY.

### OFFICERS.

At the annual election of the Mercer County Agricultural Board, January 7, 1873, the following officers and directors were chosen:

*President*—James M. Mannon, New Boston.

*Vice-President*—James M. Smith, Aledo.

*Treasurer*—C. G. Amberson, Aledo.

*Secretary*—J. E. Harroun, Aledo.

*Directors*—W. H. Johnson, Preemption; E. B. David, New Windsor; J. J. Huston, Elgin.

**J. E. HARROUN,**

*Secretary Mercer County Agricultural Board.*

## MOULTRIE COUNTY.

## OFFICERS.

*President*—J. E. Eden, Sullivan.

*Vice-President*—E. Welton, Sullivan.

*Secretary and Treasurer*—G. W. Vaughan, Sullivan.

*Directors*—J. H. Snyder, E. W. Mills, Sullivan; J. B. Taylor, Whiteley's Point; T. H. Crowder, Marrowbone; Geo. Hetherington, Lovington.

Number of members.....	2
Time of holding Fair in 1873.....	September 25 to 28.
Amount paid in premiums in 1873.....	\$57 29
Number of entries of cattle.....	25
“ “ horses, mules, etc.....	121
“ “ sheep.....	9
“ “ hogs.....	43
“ “ machinery.....	19
“ “ farm products, fruit, flowers, etc.....	48
“ “ textile fabrics.....	14
“ “ fine arts, musical instruments, etc.....	25
Total number of entries.....	301

G. W. VAUGHAN,

*Secretary Moultrie County Agricultural Board.*

## OGLE COUNTY.

## OFFICERS.

At the annual election of the Ogle County Agricultural Board, held January 7, 1873, the following officers were elected for the ensuing year:

*President*—J. L. Moore, Polo.

*Vice-President*—Simon Sheaff, White Rock.

*Treasurer*—Wm. J. Mix, Oregon.

*Secretary*—M. L. Ettinger, Oregon.

*Directors*—Mellican Hunt, Ashton, Lee county; J. H. White, Hak; John W. Mach, Byron; H. J. Farwell, Mount Morris; Joseph E. Hitt, Oregon, Ogle county.

M. L. ETTINGER,

*Secretary Ogle County Agricultural Board.*

## PEORIA COUNTY.

## OFFICERS.

*President*—John A. McCoy, French Grove.  
*Vice-President*—Henry Mansfield, Peoria.  
*Recording Secretary*—Joe H. Stevison, Peoria.  
*Corresponding Secretary*—Roswell Bills, Peoria.  
*Treasurer*—C. P. King, Peoria.

Number of members, about.....	300
Number of volumes in library .....	200
Number of entries of horses .....	137
"    "    mules.....	3
"    "    cattle.....	88
"    "    hogs.....	108
"    "    sheep.....	56
"    "    farm products .....	178
"    "    manufactured articles .....	48
"    "    implements and machinery .....	193
"    "    fruit, bread and wine .....	89
"    "    paintings and designs.....	58
"    "    goods.....	167
"    "    trotting and riding .....	140
"    "    trotting and pacing.....	28
Total number of entries .....	1,302

The Fair was held on the 1st, 2d, 3d and 4th days of October, 1872, and was a very successful and satisfactory exhibition as to attendance, display and receipts. The amount of premiums offered was \$4,500. The amount of premiums actually paid was \$3,990.

The general character of the exhibition was decidedly more agricultural than at former fairs and exhibitions, and visitors seemed more than usually interested in the business and science of agriculture—the best methods for cultivating the soil—the improvement in breeds of cattle, horses, hogs and sheep—the grains and fruits best adapted to this region, etc.

The cash value of property owned by the Board is about \$12,000, including stock.

ROSSELL BILLS,

*Corresponding Secretary Peoria County Agricultural Board.*

## PLATT COUNTY.

## OFFICERS.

*President*—Jesse W. Warner, Monticello.  
*Vice-President*—Stillman Barber, Melmine.  
*Treasurer*—H. V. Moore, Monticello.  
*Recording Secretary*—N. E. Rhoades, Monticello.  
*Corresponding Secretary*—C. P. Davis, Monticello.

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Number of members .....	239
Time of holding Fair in 1879 .....	September 24, 25, 26 and 27.
Amount paid in premiums in 1879 .....	\$200 00
Number of entries of cattle .....	23
"    "    horses .....	13
"    "    sheep .....	12
"    "    hogs .....	51
"    "    poultry .....	2
"    "    machinery .....	5
"    "    farm products, fruit, flowers, etc. ....	163
"    "    textile fabrics .....	30
"    "    fine arts, musical instruments, etc. ....	6
"    "    miscellaneous articles .....	60
Total number of entries .....	435

Piatt county, being in Central Illinois, or included among the central counties, although young, may be counted in the list of the most flourishing, in many respects, we have in the State. The county, generally, has improved very rapidly in the way of good buildings, and in the development of agricultural, horticultural and floricultural resources; also in schools, churches and railroads. The inhabitants number some 14,000, and judging from the constantly changing appearance of the country, are of a progressive class, who believe in improvement. Vacant lands are scarce, and the whole face of the country presents a vast field of cultivation and beauty.

The raising of fine cattle, horses, and especially hogs, has become general; the production of corn immense; while the cereals, fall wheat, spring wheat, oats, rye and barley, will compare favorably with the older counties around us. Fruits are generally fine, being improved by grafting, and grapes are now extensively grown. The past season has been one that will long be remembered by the farmers, it being one of the most productive for all kinds of farm produce of superior quality the county has ever experienced. With all the advantages we, as a people, possess, it is to be hoped the farmers of Piatt county will exhibit a greater interest in and for their Agricultural Association or County Board of Agriculture, and by lifting it out of its indebtedness, render it as successful, flourishing, and useful as any in our great State.

B. B. JONES,  
*Recording Secretary, 1879.*

## PUTNAM COUNTY—BUEL INSTITUTE.

### OFFICERS.

*President*—J. A. Vandervort, Tonica, LaSalle county.

*Vice-Presidents*—John Sherring, Florid; David Swaney, Magnolia; B. A. Moore, Granville, Putnam county.

*Secretary*—P. B. Durley, Hennepin, Putnam county.

*Treasurer*—J. H. Seaton, Hennepin, Putnam county.

number of members .....	268
time of holding Fair in 1872 .....	September 24, 25 and 26.
amount paid in premiums in 1872 .....	\$1,530 00
number of entries of cattle .....	28
"    "    horses .....	83
"    "    sheep .....	23
"    "    hogs .....	49
"    "    poultry .....	12
"    "    machinery .....	24
"    "    farm products, fruit, flowers, etc. ....	141
"    "    textile fabrics .....	47
"    "    fine arts, musical instruments, etc. ....	20
"    "    miscellaneous articles .....	120
Total number of entries .....	547

P. B. DURLEY,

*Secretary Buel Institute and Putnam County Agricultural Board.*

## SANGAMON COUNTY.

### OFFICERS.

*President*—J. B. Perkins, Springfield.

*Treasurer*—John Williams, Springfield.

*Secretary*—W. O. Converse, Springfield.

*Directors*—George M. Brinkerhoff, Springfield; George M. Caldwell, Williamsville; Jacob M. Fullenwider, Mechanicsburg; B. W. Brown, Berlin; Plat S. Carter, Waverly.

number of members .....	500
time of holding Fair in 1872 .....	September 24th.
amount paid in premiums in 1872 .....	\$4,000 00
number of entries of cattle .....	100
"    "    horses .....	200
"    "    sheep .....	100
"    "    hogs .....	400
"    "    poultry .....	100
"    "    machinery .....	100
"    "    farm products, fruit, flowers, etc. ....	500
"    "    textile fabrics .....	300
"    "    fine arts, musical instruments, etc. ....	100
"    "    miscellaneous articles .....	200
Total number of entries .....	2,100

W. O. CONVERSE,

*Secretary Sangamon County Agricultural Board.*



## SCHUYLER COUNTY.

## OFFICERS.

*President*—John C. Scripps, Rushville,  
*Vice-President*—Robert B. McMaster, Rushville.  
*Corresponding Secretary*—William Hill, Rushville.  
*Recording Secretary*—S. B. Montgomery, Rushville.  
*Treasurer*—Wesley W. Potts, Rushville.  
*Executive Committee*—Henry C. Chadsey, George F. Owen, Robert H. McCreary, Abram Lamaster, Adam Corrie, Rushville.

Number of members (about).....	60
Time of holding Fair in 1872.....	October 2d, 3d and 4th.
Amount paid in premiums in 1872 (about).....	\$1,150 00
Amount offered was about.....	1,500 00
Number of entries of cattle.....	40
"    "    horses and mules.....	230
"    "    sheep.....	58
"    "    hogs.....	90
"    "    poultry.....	23
"    "    machinery.....	54
"    "    farm products, fruit, flowers, etc.....	194
"    "    textile fabrics.....	111
"    "    fine arts, musical instruments, etc.....	35
"    "    miscellaneous articles—cakes, jellies, bread, etc.....	122
Total number of entries.....	867

S. B. MONTGOMERY,

*Secretary Schuyler County Agricultural Board.*

## SHELBY COUNTY.

## OFFICERS.

*President*—James W. Ward, Shelbyville.  
*Vice-President*—Benjamin T. Kenningham, Shelbyville.  
*Secretary*—George A. Roberts, Shelbyville.  
*Treasurer*—Frank W. Penwell, Shelbyville.  
*Directors*—E. H. Cook, Philip Parker, M. F. Embry, George A. Durkee, Wm. Middlesworth, H. H. Funk, Benj. C. Ward, Wm. A. Cochran, Shelbyville.

Time of holding Fair in 1872.....	commenced September 4th and continued 4 days.
Amount paid in premiums in 1872.....	\$1,200 00
Number of entries of cattle.....	30
"    "    horses.....	68
"    "    sheep.....	10
"    "    hogs.....	28
"    "    machinery.....	36
"    "    miscellaneous articles.....	300
Total number of entries.....	501

GEORGE A. ROBERTS,

*Secretary Shelby County Agricultural Board.*

## STARK COUNTY.

## OFFICERS.

*President*—Mark Blanchard, Bradford.

*Vice-President*—Andrew Oliver, Elmira.

*Secretary*—William Lowman, Toulon.

*Corresponding Secretary*—Benjamin C. Follett, Toulon.

*Treasurer*—George W. Nicholas, Toulon.

*Board of Managers*—Robert Grieve, Toulon ; Henry Caldwell, Duncan ; Henry M. Rogers, Wyoming ; William Halgate, Wyoming ; W. W. Winslow, Bradford ; Charles P. Boswell, Osceola ; George Bradley, Toulon ; Wesley Heath, West Jersey.

Number of members.....	1,452
Time of holding Fair in 1872.....	September 24, 25, 26 and 27
Amount paid in premiums in 1872.....	\$1,427 00
Number of entries of cattle.....	68
"      "      horses.....	180
"      "      sheep.....	56
"      "      hogs.....	107
"      "      poultry.....	27
"      "      machinery.....	64
"      "      farm products, fruit, flowers, etc.....	659
"      "      textile fabrics.....	56
"      "      fine arts, musical instruments, etc.....	218
"      "      miscellaneous articles.....	68
"      "      unenumerated.....	109
"      "      domestic bread and cakes.....	106
Total number of entries.....	1,718

Stark county is one of the smallest counties in the State, containing only eight townships. It embraces a fine agricultural district, the soil being mostly rich prairie, which is yearly receiving an increased care in tillage, and consequently yielding a corresponding increase in production. The Fair for the year 1872 proved a success, paying all premiums in full. The exhibition and general attendance was good. The Board own fifteen acres of fine land adjoining the town of Toulon, worth two hundred dollars per acre, with good substantial buildings. The interest in our fairs is fast increasing. We aim to make our fairs strictly agricultural. No gambling in any form is admitted. We hope, with the increased railroad facilities, to make our fair one among the first in the State. The receipts for 1872 were two thousand five hundred and twenty-five dollars, (\$2,525.)

WILLIAM LOWMAN,

*Secretary Stark County Agricultural Board.*

## STEPHENSON COUNTY.

## OFFICERS.

*President*—J. M. Bechtel, Freeport.

*Vice-Presidents*—P. H. Kaufman, Lena; C. D. Blanchard, Freeport;  
C. K. Scofield, Freeport.

*Recording Secretary*—Geo. Thompson, Freeport.

*Corresponding Secretary*—S. J. Davis, Davis.

*Treasurer*—James Flansburg, Eleroy.

*Marshal*—Giles Turneure, Freeport.

Number of members .....	142
Time of holding Fair in 1873. ....	Sept. 24 to 27
Amount paid in premiums.....	\$1,506 00
Number of entries of cattle.....	53
"    "    horses .....	117
"    "    sheep .....	9
"    "    hogs .....	23
"    "    poultry .....	20
"    "    machinery .....	19
"    "    farm products, fruits, flowers, etc. ....	463
"    "    textile fabrics.....	83
"    "    fine arts, musical instruments, etc .....	37
"    "    miscellaneous articles.....	19
"    "    natural history, botany, etc .....	9
Total number of entries.....	842

GEO. THOMPSON,

*Secretary Stephenson County Agricultural Board*

## UNION COUNTY.

## OFFICERS.

*President*—Benj. F. Hunsaker, Jonesboro.

*Vice-Presidents*—Jacob Hileman, Anna; Florence W. Green, Jonesboro; Caleb Miller, Jonesboro.

*Recording Secretary*—A. Polk Jones, Jonesboro.

*Corresponding Secretary*—Jackson Frick, Jonesboro.

*Treasurer*—Elijah A. Willard, Jonesboro.

*Executive Committee*—Ephriam Kimmel, South Pass; Moses A. Goodman, Jonesboro; Daniel Hileman, Sr., Jonesboro; James P. McLain, Dongola; Sidney S. Condon, Anna.

number of members.....	1950
number of volumes in library.....	75
time of holding Fair in 1872.....	Sept. 11, 12, and 13
amount paid in premiums.....	\$697 20
number of entries of cattle.....	25
"    "    horses.....	160
"    "    sheep.....	8
"    "    hogs.....	30
"    "    poultry.....	14
"    "    machinery.....	23
"    "    farm products, fruit, flowers, etc.....	120
"    "    textile fabrics.....	153
"    "    miscellaneous articles.....	126
Total number of entries.....	657

A. POLK JONES,

*Secretary Union County Agricultural Board.*

## WHITESIDE COUNTY.

### OFFICERS.

*President*—D. O. Cox, Sterling.

*Vice-President*—G. P. Richmond, Prophetstown.

*Secretary*—J. W. Stewart, Sterling.

*Treasurer*—R. W. Smith, Sterling.

*Executive Committee*—M. V. Seely, Prophetstown; R. M. Bissil, Prophetstown; Samuel Baird, Sterling; J. C. Aldrich, Tampico; O. C. Oell, Sterling; E. Brookfield, Coleta; S. C. Harvey, Sterling; J. F. Oxx, Sterling; R. Davis, Sterling.

number of members.....	788
time of holding Fair in 1872.....	September 10 to 13
amount paid in premiums.....	\$1,294
number of entries of cattle.....	29
"    "    horses.....	101
"    "    sheep.....	18
"    "    hogs.....	27
"    "    poultry.....	17
"    "    machinery.....	89
"    "    farm products, fruit, flowers, etc.....	254
"    "    textile fabrics.....	53
"    "    fine arts, musical instruments, etc.....	180
"    "    miscellaneous articles.....	337
"    "    mechanical.....	46
Total number of entries.....	1141

J. W. STEWART,

*Secretary Whiteside County Agricultural Board.*

## WILLIAMSON COUNTY.

## OFFICERS.

*President*—A. C. Neilson, Marion.

*Vice-President*—S. M. Mitchell, Corinth.

*Secretary*—A. N. Lodge, Marion.

*Treasurer*—John Goodall, Marion.

*Directors*—Wm. Aikman, Marion; S. S. Vick, Marion; M. C. Campbell, Marion; J. J. Jenkins, Marion; Frank Brown, Bainbridge.

Number of members.....	128
Time of holding Fair.....	October 9, 10 and 11
Amount paid in premiums.....	\$781 00
Number of entries of cattle.....	61
"    "    horses.....	128
"    "    sheep.....	23
"    "    hogs.....	40
"    "    poultry.....	16
"    "    machinery.....	9
"    "    farm products, fruit, flowers, etc.....	7
"    "    textile fabrics.....	25
"    "    fine arts, musical instruments, etc.....	7
"    "    miscellaneous articles.....	35
Total number of entries.....	351

Williamson county—20 by 24 miles in extent—is the best body of land south of the Ohio and Mississippi roads, with a population of nearly 20,000. Wheat, corn, grass, tobacco and cotton are principal articles raised. Usual crop of tobacco from 1200 to 1500 hogsheads; cotton 700 bales; 500 mules annually sent south, with 250 horses; 1000 cattle sold, principally for feeding farther north; hogs sold north, south and west, probably 3000; coal of a good quality, pretty much all over the county, usual seams worked 8 feet 4 inches thick; one railroad, Carbondale and Shawneetown, 16 miles in length; financial condition of county, No. 1.

A. N. LODGE,

*Secretary Williamson County Agricultural Board.*

## APPENDIX.

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### GENERAL LAWS IN FORCE JULY 1, 1873.

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The following are the principal laws, bearing upon the interests of Agriculture, passed by the Twenty-eighth General Assembly of Illinois:

#### AGRICULTURE.

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**AN ACT** concerning the re-organization of county agricultural societies, in conformity to "An act to create a Department of Agriculture in the State of Illinois," approved April 15, 1871.

**SECTION 1.** *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That it shall be lawful for any agricultural society now existing in this State to change its name and alter its organization, so as to conform to and comply with the act to create a Department of Agriculture, approved April 15, 1871; such change of name and organization to be made by the directors or other managers of such county society, upon the consent of a majority of the life or permanent members of the same, evidenced in writing or by a vote taken at a meeting, held after giving not less than ten days' notice of the time and place of such meeting, and of the business to be acted upon: *Provided*, that if such society shall be a stock company, the consent of the parties owning a majority of such stock shall be obtained before such change can be made: *And, provided, further*, that all re-organizations under this act shall be in accordance with, and in conformity to, the requirements of the by-laws of the State Board of Agriculture, as provided by the act to create a Department of Agriculture in the State of Illinois.

§ 2. Whenever any agricultural society, being the owner of lands, or holding a lease of any lands, shall change its title and organization to conform to the act to create a Department of Agriculture, approved April 15, 1871, and shall become a county agricultural board, the lands, leasehold and other property owned by the society making such change, shall vest in and become the property of the county agricultural board, for its original uses and purposes, and for the benefit of the original owners or members thereof.

§ 3. It shall be lawful for the directors of any county agricultural board, in order to pay or secure to be paid the indebtedness of such board or of its predecessor, an agricultural society, or for the purpose of purchasing real estate for the use of such board, or to procure means to be expended in the improvement of its fair grounds, to make and execute notes or other legal contracts binding such board, and to secure such notes on contracts by mortgage or deed of trust on the real estate now or hereafter owned by said board; such mortgage or deed of trust to be executed under the seal of the county agricultural board making the same, and signed by the president and secretary thereof.

§ 4. All changes of name and organization of county agricultural societies heretofore made in conformity to "An act to create a Department of Agriculture," and of the by-laws of the State Board of Agriculture in pursuance thereof, and where such action has been reported to the secretary of said State Board of Agriculture, are hereby declared legal and effectual; and such county agricultural boards heretofore organized shall be entitled to all the benefits of this act as fully as if hereafter organized.

§ 5. Whereas it is necessary that certain agricultural societies in this State should make changes immediately in their organization, to conform to the act making appropriation for the benefit of county agricultural boards, approved January 5, 1872, and to bring themselves within reach of aid hereafter appropriated by the General Assembly of the State; therefore an emergency exists, and this act shall take effect from and after its passage.

APPROVED April 18, 1873.

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## ANIMALS.

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AN ACT to amend section two of an act entitled "An act to prohibit domestic animals from running at large in this State," approved January 13, 1872.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That section two of "An act to prohibit domestic animals from running at large in this State," approved January 13, 1872, be amended to read as follows: "Any owner or owners violating section one of this act shall, on conviction before any justice of the peace having jurisdiction, pay a fine not less than three dollars nor more than ten dollars for each and every offense, to the common school fund of the township. Any person who is or may be the owner of land, or who has or may have control of the same, may take up any domestic animal or animals when found near to or upon such land, such animal or animals being at large in violation of section one of this act.

The taker up of such animal or animals shall, within two days from the time of the taking up, make complaint and institute a suit under the provisions of this act against the owner or owners of such animals; and if, upon the trial, judgment shall be for the people, execution shall issue immediately upon the judgment, and the animal or animals taken up shall be liable to levy and sale upon the execution, the same as in other cases, anything in the exemption laws of this State to the contrary notwithstanding."

APPROVED May 2, 1873.

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AN ACT to enable towns to prohibit domestic animals from running at large in counties where they are not prohibited by law.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That in any county in this State which has adopted township organization, or which may hereafter adopt township organization, and where domestic animals are not prohibited from running at large by law, that, on petition of not less than twenty legal voters of any town to the town clerk, it shall be the duty of the town clerk to give notice, with the notice of the annual town meeting, that the question of voting for and against domestic animals or any species of the same running at large, will be submitted to the legal voters of such town at such town meeting; which vote shall be by ballot, which ballots shall be printed or written, or partly written and partly printed, on the ballots voted for town officers; and if a majority of the votes cast at such town meeting shall be against domestic animals or any species thereof from running at large, then it shall be unlawful for such animals to run at large in such town: *Provided*, that if sufficient time does not elapse after this act takes effect to give the required notices for the question to be voted on at the annual town meeting in April, 1873, the town clerk of any such town shall, on a like petition, call a special town meeting for that purpose, notice of which special town meeting shall be given for the length of time and in the manner for the annual town meetings.

§ 2. In case a majority of votes at such annual or special town meeting is against domestic animals running at large, the electors may provide by a vote of the majority at such meeting, to be ascertained in some convenient manner—

*First*—To establish and maintain a pound or pounds at such places within the town as may be deemed necessary and convenient. When any pound is erected, it shall be under the care and direction of a pound master.



*Second*—To determine the number of pound masters and prescribe their duties, and choose the same in such manner as they may determine.

*Third*—To authorize the distraining, impounding and sale of cattle, horses, mules, asses, swine, sheep or goats, for penalties incurred and costs of proceedings: *Provided*, that the sale of animals distrained or impounded shall be conducted, as nearly as may be, according to the law regulating sales of property by constables under execution: *And, provided, also*, the owners of such animals shall have the right to redeem the same from the purchaser thereof, at any time within three months from the date of the same, by paying the amount of the purchaser's bid, with reasonable costs for their keeping, and interest on the amount bid at the rate of ten per cent. per annum.

*Fourth*—To apply all penalties, when collected, in such manner as may be deemed most to the interest of the town.

APPROVED April 11, 1873.

AN ACT to amend an act entitled "An act to prohibit domestic animals from running at large in this State," approved January 13, 1872.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That said act be and the same is hereby amended, by adding the following section thereto, viz:

"Section 5. It shall be unlawful for domestic animals, or any species thereof, to run at large in any town, city or precinct in this State, where such animals were lawfully restrained from running at large before or at the time the act to which this is an amendment took effect, until permitted to do so by the lawful authority of such town or city, or by a majority vote of such precinct."

Whereas, in some counties in this State, many towns, cities and precincts had lawfully restrained domestic animals from running at large, previous to the passage of the act to which this is an amendment, and therefore abandoned fencing; and whereas, under the provisions of said act, the majority vote in some of such counties was against restraining such animals from running at large, leaving many farms unprotected by fence, at the mercy of such animals, thereby creating an emergency: therefore, this act shall take effect and be in force from and after its passage.

APPROVED May 1, 1873.

## INDUSTRIAL UNIVERSITY.

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AN ACT making an appropriation in aid of the Industrial University, and for payment of taxes on land held by the State for use of said institution.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That there be and hereby is appropriated to the Industrial University, at Urbana, in aid of the experiments in progress upon the experimental farm, the sum of fifteen hundred dollars. For the payment of taxes accruing in the years 1872 and 1873 on lands owned and held by the State for the use of said institution, in the county of Gage, in the State of Nebraska, and in the counties of Pope, Kandigoh and Renville, in the State of Minnesota, the sum of three thousand dollars per annum.

§ 2. The Auditor of State is hereby authorized and directed to draw his warrant upon the Treasurer for the sum herein appropriated, upon the order of the board of trustees, signed by the president and attested by the secretary with the corporate seal of the institution: *Provided*, that no part of this money shall be due and payable to the said institution, until satisfactory vouchers, in detail, approved by the Governor, have been filed with the Auditor for the expenditure of all sums previously drawn.

§ 3. This appropriation shall be and continue in force from the first day of July, 1873, until the expiration of the first fiscal quarter after the adjournment of the next general assembly.

APPROVED April 29, 1873.

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AN ACT to regulate the Illinois Industrial University, and to make appropriations therefor.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That it shall be the duty of the Governor, within ten days after the taking effect of this act, to appoint nine trustees—three in each of the three grand divisions of this State—who, together with the Governor and the president of the State Board of Agriculture for the time being, shall constitute the Board of Trustees of the Illinois Industrial University, and shall succeed to and exercise all the powers conferred by the act entitled “An act to provide for the organization and maintenance of the Illinois Industrial University,” approved February 28, 1867, except as is herein or may be hereafter provided by law. The said appointments shall be subject to approval or rejection by the senate, at its present or next session thereafter, and the appointees shall be and are hereby authorized to act as trustees of the said university from the time of such appointment, unless in case of

rejection by the senate, until their successors shall be appointed by the Governor, and such appointment shall be approved by the senate.

§ 2. The members of the board of trustees, and their successors, shall hold their office for the term of six years each: *Provided*, that at the first regular meeting of said board, after such appointment, the said members shall select by lot three of their number to hold office for two years, three to hold office for four years, and three to hold office for six years, from the time of convening of the present general assembly. The Governor, by and with the advice and consent of the senate, shall fill all vacancies which may at any time occur by expiration of term of office, or otherwise, in said board, by appointment of suitable persons resident in the respective grand divisions in which such vacancies may occur. Said board of trustees may appoint an executive committee of three, chosen out of their own number, who, when said board is not in session, shall have the management and control of the said university and of its affairs, and for that purpose shall have and exercise all the powers hereby conferred on said board which are necessary and proper for such object, except in so far as the said board may and does reserve such powers to itself; and any powers granted at any time, by said board, to said executive committee, may be by them at any time revoked.

§ 3. No member of said board shall hold or be employed in or appointed to any office or place under the authority of the board of which he is a member, nor shall any member of said board be directly or indirectly interested in any contract to be made by said board for any purpose whatever.

§ 4. The fiscal year of the said university is hereby declared and required to terminate on the thirty-first day of August in each year, and all reports of the university, except catalogues and circulars, shall be addressed to the Governor, and the annual reports shall contain a full account of the financial and other transactions of the university to the close of the fiscal year, as aforesaid, together with a full statement of the then condition of the endowment fund, and shall be presented to the Governor on or before the fifteenth day of October in each year: *Provided*, that no less number of said reports be published annually than is now authorized by law.

§ 5. The trustees of said university shall elect, annually, from their own number, a president, who shall also be one of the executive committee of three authorized by this act, in case such committee should be chosen and appointed by the said board; and no money shall be drawn from the treasury of the university, except by order of the board of trustees or of the executive committee aforesaid, on the warrant of the president of the said board, countersigned by the recording secretary.

§ 6. All pupils attending the said university shall be taught, and shall study, such branches of learning as are related to agriculture and the mechanic arts, and as are adapted to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, without excluding other scientific and classical studies, and including, for all male students, military tactics.

§ 7. The treasurer of the said university and the said board are hereby required in future to invest the principal of the funds arising from the endowment of the United States, in interest bearing bonds of the United States, or of this State, or of other States which did not participate in the late rebellion. They are hereby prohibited from changing the securities in which said fund may be invested, without the express permission of the General Assembly, except that county bonds, in which some of said funds are now invested, may be sold, and the proceeds thereof invested in interest-bearing bonds of the class and character specified above in this section.

§ 8. All charges for freights heretofore or hereafter accruing over the Illinois Central Railroad for the use or benefit, directly or indirectly, of the said university, shall be applied on the subscription of fifty thousand dollars to the funds of said university, until the said subscription shall be exhausted, and no such freights shall be paid in money by the trustees to any person or corporation, nor shall any money be drawn from the treasury of the State on account thereof, nor on account of such application.

§ 9. There is hereby appropriated, for the full payment of the architect, superintendent, and the entire completion of the main university building of the said Industrial University, the sum of fifteen thousand dollars; for heating apparatus for the same, eighteen thousand dollars; for gas fixtures, including street main connection, one thousand two hundred dollars; for fitting and furnishing said building, seven thousand three hundred and fifty dollars; for furniture and apparatus for the physical laboratory, three thousand dollars; or so much of the sums specified for each of the above named purposes as may be necessary.

§ 10. The Auditor of Public Accounts is hereby authorized and directed to draw his warrant upon the Treasurer for the moneys herein appropriated, in favor of the parties to whom the same may be and become due, upon proper vouchers, signed by the president of the board of trustees, and attested by the secretary, with the corporate seal of the university attached, and approved by the Governor.

APPROVED, May 7, 1873.

## GAME.

AN ACT to revise and consolidate the several acts relating to the protection of game, and for the protection of deer, wild fowls and birds, and to repeal certain laws.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* That it shall be unlawful for any person or persons to hunt or pursue, kill or trap, net or ensnare, destroy or attempt to kill, trap, net, ensnare or otherwise destroy, any wild buck, doe, or fawn, wild turkey, prairie hen or chicken, ruffed grouse (commonly called partridge) or pheasant, between the first day of January and the fifteenth day of August in each and every year; or any quail, between the first day of January and the first day of October in each and every year; or any woodcock, between the first day of January and the first day of July of each and every year; or any wild goose, duck, Wilson snipe, brant, or other water fowl, between the fifteenth day of April and the fifteenth day of August in each and every year. And every person so offending shall, for each and every offense, be deemed guilty of a misdemeanor, and on conviction shall be fined in any sum not less than ten dollars nor more than twenty-five dollars, and costs of suit, and shall stand committed to the county jail until such fine is paid, provided that such imprisonment shall not exceed ten days. •

§ 2. It shall be unlawful for any person or corporation to buy, sell, or have in possession any of the animals, wild fowls or birds mentioned in section one, at any time when the killing, trapping, netting, ensnaring or destroying of such animals, wild fowls or birds shall be unlawful, which shall be killed, entrapped, netted, ensnared or destroyed contrary to the provisions of this act; and any person or corporation so offending shall, on conviction, be fined and dealt with as declared in section one (1) of this act.

§ 3. No person shall, at any time, within this State, kill or attempt to trap, net, ensnare, destroy or kill any robin, bluebird, swallow, martin, mosquito hawk, whip-poor-will, cuckoo, wood-pecker, cat-bird, brown-thrasher, red bird, hanging bird, buzzard, sparrow, wren, humming-bird, dove, goldfinch, mocking-bird, blue jay, finch, thrush, lark, cherry bird, yellow bird, oriole or bobolink, nor rob or destroy the nests of such birds, or either or any of them. And any person so offending shall, on conviction, be fined the sum of five dollars for each and every bird so killed, and for each and every nest robbed or destroyed: *Provided*, that nothing in this section shall be construed to prevent the owner or occupant of lands from destroying any of the birds herein named on the same, when deemed necessary for the protection of fruits or property.

§ 4. It shall be unlawful for any person or persons to destroy or remove from the nests of any prairie chicken, grouse or quail, wild turkey,

goose or brant, any egg or eggs of such fowl or birds, or for any person to buy, sell, have in possession or traffic in such eggs, or willfully destroy the nest of such bird or fowls, or any or either of them. And any person so offending shall, on conviction, be fined and dealt with as specified in section three (3) of this act.

§ 5. No person or persons shall, at any time, with a trap, or snare, or net, take or attempt to trap, snare, or take any wild turkey, prairie chicken, Virginia partridge, pheasant, grouse or quail, except on his or their own premises. And every person so offending shall, on conviction, be fined in a sum not less than fifteen dollars nor more than twenty-five dollars, and costs of suit, and shall stand committed to the county jail until such fine is paid, provided that such imprisonment shall not exceed fifteen days.

§ 6. No person or persons shall sell or expose for sale, or have in his or their possession, for the purpose of selling or exposing for sale, any of the animals, wild fowls or birds mentioned in section one of this act, after the expiration of thirty days next succeeding the first day of the period in which it shall be unlawful to kill, trap or ensnare such animals, wild fowls or birds. And any person so offending shall, on conviction, be fined and dealt with as specified in section one of this act.

§ 7. The provisions of this act shall not be construed as applicable to any express company or common carrier, into whose possession any of the animals, wild fowls or birds herein mentioned shall come, in the regular course of their business, for transportation, whilst they are in transit through this State from any place without this State where the killing of such animals, wild fowl or birds shall be lawful. But notwithstanding this provision, the having or being in possession of any such animals, wild fowl or birds, as are mentioned in section one, upon any of the days upon which the killing, entrapping, ensnaring, netting, buying, selling or having in possession any such animals, wild fowl or birds, shall be unlawful by the provisions of this act, shall be deemed and taken as *prima facie* evidence that the same was ensnared, trapped, netted or killed in violation of this act.

§ 8. All prosecutions under the provisions of this act shall be brought by any person, in the name of the People of the State of Illinois, against any person or persons violating any of the provisions of this act, before any justice of the peace of the county in which such violation is alleged to have taken place, or before any court of competent jurisdiction; and it is hereby made the duty of the State's attorneys to see that the provisions of this act are enforced in their respective counties, and they shall prosecute all offenders on receiving information of the violation of any of the provisions of this act, and it is made the duty of sheriffs, deputy sheriffs, constables and police officers to inform against and prosecute all persons whom there is probable cause to believe are guilty

violating any of the provisions of this act. The amount recovered in any penal action shall go to the school treasurer of the township in which this act shall have been violated, to be added to the school fund of such township.

§ 10. The following acts are hereby repealed, to-wit: "An act to prohibit the killing of certain wild game in certain counties therein named at certain seasons of the year," approved February 12, 1853; an act entitled "An act to preserve the game in the State of Illinois," approved February 15, 1855; an act to amend an act entitled "An act to preserve the game in the State of Illinois," approved February 15, 1855, approved February 9, 1857; an act to amend an act entitled "An act to preserve the game in the State of Illinois," approved February 15, 1855, approved February 16, 1857; an act to amend an act entitled "An act to preserve the game in the State of Illinois," approved February 15, 1855, approved February 18, 1857; "An act to repeal so much of the game law as is applicable to Greene county," approved February 24, 1859; an act to amend an act entitled "An act to preserve the game in the State of Illinois," approved February 15, 1855, approved February 21, 1861; an act to amend an act approved February 21, 1871, entitled "An act to amend an act entitled 'An act to preserve the game in the State of Illinois,' approved February 15, 1855, approved February 12, 1863; 'An act for the protection of orchards, and to prevent the destruction of small birds,' approved February 24, 1859; 'An act for the preservation of game,' approved February 16, 1865; an act to amend an act entitled 'An act for the preservation of game,' approved February 16, 1865, approved February 19, 1867; an act to amend an act entitled 'An act for the preservation of game,' approved February 16, 1865, approved March 5, 1867; 'An act to exempt the county of Piatt from the operation of the game law,' approved March 5, 1867; 'An act to extend the provisions of the game law to certain counties named, and to prevent non-residents from killing game for market,' approved March 8, 1867; an act to amend an act entitled 'An act for the preservation of game,' approved February 16, 1865, approved April 13, 1869; 'An act to extend the provisions of the game law to certain counties therein named,' approved March 30, 1869; an act to amend an act entitled 'An act for the preservation of game,' approved February 16, 1865, approved March 2, 1869; 'An act for the preservation of game in Montgomery county, and to amend an act entitled 'An act for the preservation of game,' approved February 16, 1865, approved March 29, 1869; 'An act to extend the provisions of the game law to the county of Moultrie,' approved March 26, 1869; 'An act for the preservation of game and fish in the counties of Adams and Hancock,' approved February 21, 1867; 'An act for the preservation of game in Hancock county,' approved February 23, 1867.

APPROVED May 3, 1873.

## LANDLORD AND TENANT.

AN ACT to revise the law in relation to landlord and tenant.

**SECTION 1.** *Be it enacted by the People of the State of Illinois, represented in the General Assembly, That the owner of lands, his executors or administrators, may sue for and recover rent therefor, or a fair and reasonable satisfaction for the use and occupation thereof, by action of debt or assumpsit, in any court of competent jurisdiction, in any of the following cases :*

*First*—When rent is due and in arrear on a lease for life or lives.

*Second*—When lands are held and occupied by any person without any special agreement for rent.

*Third*—When possession is obtained under an agreement, written or verbal, for the purchase of the premises, and before deed given the right to possession is terminated by forfeiture or non-compliance with the agreement, and possession is wrongfully refused or neglected to be given upon demand, made in writing, by the party entitled thereto: *Provided*, that all payments made by the vendee, or his representatives or assigns, may be set off against such rent.

*Fourth*—When land has been sold upon a judgment or a decree of court, when the party to such judgment or decree, or person holding under him, wrongfully refuses or neglects to surrender possession of the same, after demand, in writing, by the person entitled to the possession.

*Fifth*—When the lands have been sold upon a mortgage or trust deed, and the mortgager or grantor, or person holding under him, wrongfully refuses or neglects to surrender possession of the same, after demand, in writing, by the person entitled to the possession.

§ 2. If any tenant or tenants for life, lives, or for a year, or any longer or shorter time, or any person or persons who are or shall come into possession of any lands, tenements or hereditaments, by, from or under or by collusion with such tenant or tenants, shall willfully hold over any lands, tenements or hereditaments, after the expiration of such term or terms, and after demand made, in writing, for the possession thereof, by his or their landlord or lessor, or the person to whom the remainder or reversion of such lands, tenements or hereditaments shall belong, such person or persons so holding over shall, for the time such landlord or rightful owner be so kept out of possession, pay to the person so kept out of possession, or his legal representatives, at the rate of double the yearly value of the lands, tenements or hereditaments so detained, to be recovered by action of debt or otherwise, in any court having cognizance of the same.

§ 3. If any tenant shall give a notice of his intention to quit the premises by him holden, at a time mentioned in such notice, at which the



tenant would have a right to quit by the lease, and shall not accordingly deliver up possession thereof, such tenant shall pay to the landlord or lessor double the rent or sum which would otherwise have been due, to be collected in the same manner as the rent otherwise due should have been collected.

§ 4. In all cases between landlord and tenant, where one-half year's rent shall be in arrear and unpaid, and the landlord or lessor to whom such rent is due has right by law to re-enter for non-payment thereof, such landlord or lessor may, without any formal demand or re-entry, commence an action of ejectment for the recovery of the demised premises. And in case judgment be given for the plaintiff in such action of ejectment, and the writ of possession be executed thereon, before the rent in arrear and costs of suit be paid, then the lease of such lands shall cease and be determined, unless such lessee shall, by writ of error, reverse the said judgment, or shall by bill, filed in chancery, within six months after the rendition of such judgment, obtain relief from the same: *Provided*, that any such tenant may, at any time before final judgment on said ejectment, pay or tender to the landlord or lessor of the premises the amount of rent in arrear, and costs of suit, and the proceedings on such ejectment shall thereupon be discontinued.

§ 5. In all cases of tenancy from year to year, sixty days' notice, in writing, shall be sufficient to terminate the tenancy at the end of the year. The notice may be given at any time within four months preceding the last sixty days of the year.

§ 6. In all cases of tenancy by the month, or for any other term less than one year, where the tenant holds over without special agreement, the landlord shall have the right to terminate the tenancy by thirty days' notice, in writing, and to maintain an action for forcible detainer or ejectment.

§ 7. When a tenancy is terminated by notice, under either of the two preceding sections, no further demand shall be necessary before bringing a suit under the statute in relation to forcible detainer or ejectment.

§ 8. The landlord or his agent may, at any time after rent is due, demand payment thereof, and notify the tenant, in writing, that unless payment is made within a time mentioned in such notice, not less than five days after the service thereof, the lease will be terminated. If the tenant shall not, within the time mentioned in such notice, pay the rent due, the landlord may consider the lease ended, and sue for the possession under the statute in relation to forcible entry and detainer, or maintain ejectment without further notice or demand.

§ 9. When default is made in any of the terms of a lease, it shall not be necessary to give more than ten days' notice to quit, or of the

termination of such tenancy, and the same may be terminated on giving such notice to quit at any time after such default in any of the terms of such lease ; which notice may be substantially in the following form, viz :

To A. B. : You are hereby notified that in consequence of your default in (here insert the character of the default) of the premises now occupied by you, being, etc., (here describe the premises) I have elected to determine your lease, and you are hereby notified to quit and deliver up possession of the same to me within ten days of this date, (dated, etc.)

To be signed by the lessor or his agent ; and no other notice or demand of possession or termination of such tenancy shall be necessary.

§ 10. Any demand may be made or notice served by delivering a written or printed, or partly written and partly printed, copy thereof to the tenant, or by leaving the same with some person above the age of twelve years, residing on or in possession of the premises ; and in case no one is in the actual possession of said premises, then by posting the same on the premises.

§ 11. When any such demand is made or notice served by an officer authorized to serve process, his return shall be *prima facie* evidence of the facts therein stated, and if such demand is made or notice served by any person, not an officer, the return may be sworn to by the person serving the same, and shall then be *prima facie* evidence of the facts therein stated.

§ 12. When the tenancy is for a certain period, and the term expires by the terms of the lease, the tenant is then bound to surrender possession, and no notice to quit or demand of possession is necessary.

§ 13. The term "lease," as used in this act, shall include every letting, whether by verbal or written agreement.

§ 14. The grantees of any demised lands, tenements, rents or other hereditaments, or of the reversion thereof, the assignees of the lessor of any demise, and the heirs and personal representatives of the lessor, grantee or assignee shall have the same remedies by entry action or otherwise, for the non-performance of any agreement in the lease, or for the recovery of any rent, or for the doing of any waste or other cause of forfeiture, as their grantor or lessor might have had if such reversion had remained in such lessor or grantor.

§ 15. The lessees of any lands, their assigns or personal representatives, shall have the same remedy, by action or otherwise, against the lessor, his grantees, assignees, or his or their representatives, for the breach of any agreement in such lease, as such lessee might have had against his immediate lessor : *Provided*, this section shall have no application to the covenants against incumbrances, or relating to the title or possession of the premises demised.

#### DISTRESS FOR RENT..

§ 16. In all cases of distress for rent, the landlord, by himself, his agent or attorney, may seize for rent any personal property of his tenant

that may be found in the county where such tenant shall reside ; and in no case shall the property of any other person, although the same may be found on the premises, be liable to seizure for rent due from such tenant.

§ 17. The person making such distress shall immediately file with some justice of the peace, if the amount of the claim is within his jurisdiction, or with the clerk of a court of record of competent jurisdiction, a copy of the distress warrant, together with an inventory of the property levied upon.

§ 18. Upon the filing of such copy of distress warrant and inventory, the justice of the peace or clerk shall issue a summons against the party against whom the distress warrant shall have been issued, returnable as other summonses.

§ 19. When it shall appear, by affidavit filed in the court where such proceeding is pending, that the defendant is a non-resident or has departed from this State, or on due inquiry cannot be found, or is concealed within this State, and the affiant shall state the place of residence of said defendant, if known, and if not known, that upon diligent inquiry he has not been able to ascertain the same, notice may be given, if the suit is before a justice of the peace, as in cases of attachment before justices, or if in a court of record, as in attachment cases in such courts.

§ 20. The suit shall thereafter proceed in the same manner as in case of attachment before such court or justice of the peace : *Provided*, that it shall not be necessary for the plaintiff in any case to file a declaration, but the distress warrant shall stand for a declaration and shall be amendable, as other declarations : *Provided*, that no such amendment shall in any way affect any liabilities that may have accrued in the execution of such warrant.

§ 21. The defendant may avail himself of any set off or other defense which would have been proper if the suit had been for the rent in any form of action and with like effect.

§ 22. If the plaintiff succeeds in his suit, judgment shall be given in his favor for the amount which shall appear to be due him.

§ 23. When the defendant has been served with process or appears to the action, the judgment shall have the same force and effect as in suits commenced by summons, and execution may issue thereon, not only against the property distrained, but also against the other property of the defendant. But the property distrained, if the same has not been replevined or released from seizure, shall be first sold.

§ 24. When publication of notice shall have been made, as provided in this act, but the defendant is not served with process and does not appear, judgment by default may be entered, and the plaintiff may re-

cover the amount due him for rent at the time of issuing the distress warrant, and a special execution shall issue against the property distrained, but no execution shall issue against any other property of the defendant.

§ 25. If the judgment is in favor of the defendant, he shall recover costs and have judgment for the return of the property distrained, unless the same has been replevied or released from such distress. And if a set-off is interposed and it appears that a balance is due from the plaintiff to the defendant, judgment shall be rendered for the defendant for the amount thereof.

§ 26. When any distress warrant has been levied, the person whose property is distrained may release the same by entering into bond in double the amount of the rent claimed, payable to the landlord, with sufficient sureties, to be approved by the person making the levy, if the bond is tendered before the filing of a copy of the warrant, as provided in this act, or if after, by the clerk of the court in which, or justice of the peace before whom, the suit is pending, conditioned to pay whatever judgment the landlord may recover in the suit, with cost of suit. If the bond is taken before the filing of a copy of the distress warrant, such bond shall be filed therewith, and if taken after the filing of a copy of the distress warrant, it shall be filed in the court or with the justice where the suit is pending.

§ 27. If any property distrained is of a perishable nature and in danger of immediate waste or decay, and the same is not replevied or bonded, the landlord or his agent or attorney may, upon giving notice to the defendant or his attorney, if either can be found in the county, or if neither can be found, without any notice, apply to the judge or a master in chancery of the court in which, or the justice of the peace before whom the suit is pending, describing the property, and showing that the same is so in danger, and if such judge, master or justice of the peace is satisfied that the property is of a perishable nature and in danger of immediate waste or decay, and if the defendant or his attorney is not served with notice, or does not appear, that he cannot be found in the county, he may issue an order to the person having possession of the property, directing the sale thereof upon such time and such notice, terms and conditions as the judge, master or justice of the peace shall think for the best interests of the parties concerned. The money arising from such sale shall be deposited with the clerk of the court in which, or justice of the peace before whom the suit is pending, there to abide the event of the suit.

§ 28. The right of the landlord to distrain the personal goods of the tenant, shall continue for the period of six months after the expiration of the term for which the premises were demised or the tenancy is terminated.

§ 29. When the rent is payable wholly or in part in specific articles of property or products of the premises or labor, the landlord may distress for the value of such articles, products or labor.

§ 30. The same articles of personal property which are, by law, exempt from execution, except the crops grown or growing upon the demised premises, shall also be exempt from distress for rent.

§ 31. Every landlord shall have a lien upon the crops grown or growing upon the demised premises for the rent thereof, whether the same is payable wholly or in part in money or specific articles of property or products of the premises or labor, and also for the faithful performance of the terms of the lease. Such lien shall continue for the period of six months after the expiration of the term for which the premises were demised.

§ 32. In all cases when the demised premises shall be sub-let, or the lease is assigned, the landlord shall have the same right to enforce his lien against the sub-lessee or assignee, that he has against the tenant to whom the premises were demised.

§ 33. When a tenant abandons or removes from the premises or any part thereof, the landlord or his agent or attorney may seize upon any grain or other crops grown or growing upon the premises or part thereof so abandoned, whether the rent is due or not. If such grain or other crops or any part thereof is not fully grown or matured, the landlord or his agent or attorney shall cause the same to be properly cultivated and harvested or gathered, and may sell and dispose of the same, and apply the proceeds, so far as may be necessary, to compensate him for his labor and expenses, and to pay the rent: *Provided*, the tenant may, at any time before sale of the property so seized, redeem the same by tendering the rent due and a reasonable compensation and expenses of the cultivation and harvesting or gathering the same, or he may replevy the property seized.

§ 34. Chapter sixty of the Revised Statutes of 1845, entitled "Landlord and Tenant," and chapter forty-three of the Revised Statutes of 1845, entitled "Forcible Entry and Detainer," and an act entitled "An act to extend the jurisdiction of justices of the peace and constables in actions of forcible entry and detainer or forcible detainer only," approved February 25, 1845 and an act entitled "An act to amend an act entitled 'an act amendatory of the practice act,' approved February 16, 1849," approved February 17, 1851; and an act entitled "An act to amend the sixteenth chapter of the Revised Statutes entitled "Landlord and Tenant," approved February 10, 1857; and an act entitled "An act to amend the statute in relation to forcible entry and detainer and landlord and tenant," approved February 20, 1861; and an act entitled "An act in relation to landlord and tenant," approved February 21, 1861;

and an act entitled "An act to amend chapter LX of the Revised Statutes of 1845, entitled 'Landlords and Tenants,' approved February 16, 1865; and an act entitled "An act to amend chapter forty-three of the Revised Statutes entitled 'Forcible Entry and Detainer,' approved February 16, 1865; and an act entitled "An act to amend an act entitled an act to amend chapter forty-three of the Revised Statutes entitled 'Forcible Entry and Detainer,' approved May 16, 1865," approved March 5, 1867; and an act entitled "An act to amend the law of landlord and tenant," approved March 27, 1869; and all other acts and parts of acts inconsistent with the provisions of this act, or with the provisions of an act entitled "An act in regard to forcible entry and detainer," approved April 10, 1872, are hereby repealed: *Provided*, that this section shall not be so construed as to affect any rights existing or actions pending at the time this act shall take effect.

APPROVED May 1, 1873.

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## RAILROADS.

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AN ACT to prevent extortion and unjust discrimination in the rates charged for the transportation of passengers and freights on railroads in this State, and to punish the same, and prescribe a mode of procedure and rules of evidence in relation thereto, and to repeal an act entitled "An act to prevent unjust discriminations and extortions in the rates to be charged by the different railroads in this State for the transportation of freights on said roads," approved April 7, A. D. 1871.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, If any railroad corporation, organized or doing business in this State under any act of incorporation, or general law of this State, now in force or which may hereafter be enacted, or any railroad corporation organized or which may hereafter be organized under the laws of any other State, and doing business in this State, shall charge, collect, demand or receive more than a fair and reasonable rate of toll or compensation, for the transportation of passengers or freight, of any description, or for the use and transportation of any railroad car upon its track, or any of the branches thereof, or upon any railroad within this State, which it has the right, license, or permission to use, operate, or control, the same shall be deemed guilty of extortion, and upon conviction thereof shall be dealt with as hereinafter provided.

§ 2. If any such railroad corporation aforesaid shall make any unjust discrimination in its rates or charges of toll, or compensation, for the transportation of passengers or freight of any description, or for the use and transportation of any railroad car upon its said road, or upon any of the branches thereof, or upon any railroads connected therewith,

which it has the right, license, or permission to operate, control or use, within this State, the same shall be deemed guilty of having violated the provisions of this act, and upon conviction thereof shall be dealt with as hereinafter provided.

§ 3. If any such railroad corporation shall charge, collect, or receive, for the transportation of any passenger, or freight of any description, upon its railroad, for any distance, within this State, the same, or a greater amount of toll or compensation than is at the same time charged, collected, or received, for the transportation, in the same direction, of any passenger, or like quantity of freight of the same class, over a greater distance of the same railroad; or if it shall charge, collect, or receive, at any point upon its railroad, a higher rate of toll or compensation for receiving, handling or delivering freight of the same class and quantity, than it shall, at the same time, charge, collect, or receive at any other point upon the same railroad; or if it shall charge, collect, or receive for the transportation of any passenger, or freight of any description, over its railroad, a greater amount as toll or compensation than shall, at the same time, be charged, collected, or received by it for the transportation of any passenger, or like quantity of freight of the same class, being transported in the same direction, over any portion of the same railroad, of equal distance; or if it shall charge, collect or receive from any person or persons, a higher or greater amount of toll or compensation than it shall, at the same time, charge, collect, or receive from any other person or persons for receiving, handling, or delivering freight of the same class and like quantity, at the same point upon its railroad; or if it shall charge, collect, or receive from any person or persons, for the transportation of any freight upon its railroad, a higher or greater rate of toll or compensation than it shall, at the same time, charge, collect, or receive from any other person or persons, for the transportation of the like quantity of freight of the same class, being transported from the same point, in the same direction, over equal distances of the same railroad; or if it shall charge, collect, or receive from any person or persons, for the use and transportation of any railroad car or cars upon its railroad, for any distance, the same or a greater amount of toll or compensation than is at the same time charged, collected, or received from any other person or persons, for the use and transportation of any railroad car of the same class or number, for a like purpose, being transported in the same direction, over a greater distance of the same railroad; or if it shall charge, collect, or receive from any person or persons, for the use and transportation of any railroad car or cars upon its railroad, a higher or greater rate of toll or compensation than it shall, at the same time, charge, collect, or receive from any other person or persons, for the use and transportation of any railroad

car or cars of the same class or number, for a like purpose, being transported from the same point, in the same direction, over an equal distance of the same railroad; all such discriminating rates, charges, collections or receipts, whether made directly, or by means of any rebate, drawback, or other shift or evasion, shall be deemed and taken, against such railroad corporation, as *prima facie* evidence of the unjust discriminations prohibited by the provisions of this act, and it shall not be deemed a sufficient excuse or justification of such discriminations on the part of such railroad corporation, that the railway station or point at which it shall charge, collect, or receive the same or less rates of toll or compensation, for the transportation of such passenger or freight, or for the use and transportation of such railroad car the greater distance, than for the shorter distance, is a railway station or point at which there exists competition with any other railroad or means of transportation. This section shall not be construed so as to exclude other evidence tending to show any unjust discrimination in freight and passenger rates. The provisions of this section shall extend and apply to any railroad, the branches thereof, and any road or roads which any railroad corporation has the right, license, or permission to use, operate, or control, wholly or in part within this State: *Provided, however*, that nothing herein contained shall be so construed as to prevent railroad corporations from issuing commutation, excursion or thousand-mile tickets; as the same are now issued by such corporations.

§ 4. Any such railroad corporation guilty of extortion, or of making any unjust discrimination as to passenger or freight rates, or the rates for the use and transportation of railroad cars, or in receiving, handling or delivering freights, shall, upon conviction thereof, be fined in any sum not less than one thousand dollars (\$1,000), nor more than five thousand dollars (\$5,000), for the first offense; and for the second offense not less than five thousand dollars (\$5,000), nor more than ten thousand dollars (\$10,000), and for the third offense not less than ten thousand dollars (\$10,000) nor more than twenty thousand dollars (\$20,000); and for every subsequent offense and conviction thereof, shall be liable to a fine of twenty-five thousand dollars (\$25,000,000): *Provided*, that in all cases under this act either party shall have the right of trial by jury.

§ 5. The fines hereinbefore provided for may be recovered in an action of debt, in the name of the People of the State of Illinois, and there may be several counts joined in the same declaration as to extortion and unjust discrimination, and as to passenger and freight rates, and rates for the use and transportation of railroad cars, and for receiving, handling or delivering freights. If, upon the trial of any cause instituted under this act, the jury shall find for the people, they shall



assess and return with their verdict the amount of the fine to be imposed upon the defendant, at any sum not less than one thousand dollars (\$1,000) nor more than five thousand dollars (\$5,000), and the court shall render judgment accordingly; and if the jury shall find for the people, and that the defendant has been once before convicted of a violation of the provisions of this act, they shall return such finding with their verdict, and shall assess and return with their verdict the amount of the fine to be imposed upon the defendant, at any sum not less than five thousand dollars (\$5,000) nor more than ten thousand dollars (\$10,000), and the court shall render judgment accordingly; and if the jury shall find for the people, and that the defendant has been twice before convicted of a violation of the provisions of this act, with respect to extortion or unjust discrimination, they shall return such finding with their verdict, and shall assess and return with their verdict the amount of the fine to be imposed upon the defendant, at any sum not less than ten thousand dollars (\$10,000) nor more than twenty thousand dollars (\$20,000); and in like manner for every subsequent offense and conviction, such defendant shall be liable to a fine of twenty-five thousand dollars (\$25,000): *Provided*, that in all cases under the provisions of this act, a preponderance of evidence in favor of the people shall be sufficient to authorize a verdict and judgment for the people.

§ 6. If any such railroad corporation shall, in violation of any of the provisions of this act, ask, demand, charge or receive of any person or corporation any extortionate charge or charges for the transportation of any passengers, goods, merchandise or property, or for receiving, handling or delivering freights, or shall make any unjust discrimination against any person or corporation in its charges therefor, the person or corporation so offended against may, for each offense, recover of such railroad corporation, in any form of action, three times the amount of the damages sustained by the party aggrieved, together with cost of suit and a reasonable attorney's fee, to be fixed by the court where the same is heard, on appeal or otherwise, and taxed as a part of the costs of the case.

§ 7. It shall be the duty of the railroad and warehouse commissioners to personally investigate and ascertain whether the provisions of this act are violated by any railroad corporation in this State, and to visit the various stations upon the line of each railroad for that purpose, as often as practicable; and whenever the facts, in any manner ascertained by said commissioners, shall in their judgment warrant such prosecution it shall be the duty of said commissioners to immediately cause suits to be commenced and prosecuted against any railroad corporation which may violate the provisions of this act. Such suits and prosecutions may be instituted in any county in this State, through or

into which the line of the railroad corporation sued for violating this act may extend. And such railroad and warehouse commissioners are hereby authorized, when the facts of the case presented to them shall, in their judgment, warrant the commencement of such action, to employ counsel to assist the Attorney-General in conducting such suit on behalf of the State. No such suits commenced by said commissioners shall be dismissed, except said railroad and warehouse commissioners and the Attorney-General shall consent thereto.

§ 8. The railroad and warehouse commissioners are hereby directed to make, for each of the railroad corporations doing business in this State, as soon as practicable, a schedule of reasonable maximum rates of charges for the transportation of passengers and freight and cars on each of said railroads; and said schedule shall, in all suits brought against any such railroad corporations, wherein is in any way involved the charges of any such railroad corporation for the transportation of any passenger or freight or cars, or unjust discrimination in relation thereto, be deemed and taken in all courts of this State, as *prima facie* evidence that the rates therein fixed are reasonable maximum rates of charges for the transportation of passengers and freights and cars upon the railroads for which said schedules may have been respectively prepared. Said commissioners shall, from time to time, and as often as circumstances may require, change and revise said schedules. When any schedules shall have been made or revised, as aforesaid, it shall be the duty of said commissioners to cause publication thereof to be made for three successive weeks, in some public newspaper published in the city of Springfield, in this State: *Provided*, that the schedules thus prepared shall not be taken as *prima facie* evidence as herein provided until schedules shall have been prepared and published as aforesaid for all the railroad companies now organized under the laws of this State, and until the fifteenth day of January, A. D. 1874, or until ten days after the meeting of the next session of this General Assembly, provided a session of the General Assembly shall be held previous to the fifteenth day of January aforesaid. All such schedules, purporting to be printed and published as aforesaid, shall be received and held, in all such suits, as *prima facie* the schedules of said commissioners, without further proof than the production of the paper in which they were published, together with the certificate of the publisher of said paper that the schedule therein contained is a true copy of the schedule furnished for publication by said commissioners, and that it has been published the above specified time; and any such paper, purporting to have been published at said city, and to be a public newspaper, shall be presumed to have been so published at the date thereof, and to be a public newspaper,

§ 10. In all cases under the provisions of this act, the rules of evidence shall be the same as in other civil actions, except as hereinbefore otherwise provided. All fines recovered under the provisions of this act shall be paid into the county treasury of the county in which the suit is tried, by the person collecting the same, in the manner now provided by law, to be used for county purposes. The remedies hereby given shall be regarded as cumulative to the remedies now given by law against railroad corporations, and this act shall not be construed as repealing any statute giving such remedies. Suits commenced under the provisions of this act shall have precedence over all other business, except criminal business.

§ 11. The term "railroad corporation," contained in this act, shall be deemed and taken to mean all corporations, companies or individuals now owning or operating, or which may hereafter own or operate any railroad, in whole or in part, in this State; and the provisions of this act shall apply to all persons, firms and companies, and to all associations of persons, whether incorporated or otherwise, that shall do business as common carriers upon any of the lines of railways in this State (street railways excepted) the same as to railroad corporations hereinbefore mentioned.

§ 12. An act entitled "An act to prevent unjust discriminations and extortions in the rates to be charged by the different railroads in this State for the transportation of freight on said roads," approved April 7, A. D. 1871, is hereby repealed, but such repeal shall not affect nor repeal any penalty incurred or right accrued under said act prior to the time this act takes effect, nor any proceedings or prosecutions to enforce such rights or penalties.

APPROVED May 2, 1873.

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## ROADS AND BRIDGES.

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AN ACT in regard to gateways, roads and bridges, in counties not under township organization.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly,* Whenever any persons, traveling with any carriages, shall meet on any turnpike, road or public highway in this State, the persons so meeting shall seasonably turn their carriages to the right of the center of the road so as to permit each carriage to pass without interfering or interrupting, under the penalty of five dollars for every neglect or offense, to be recovered by the party injured: *Provided,* this section shall not be construed to apply to any case, unless some injury to persons or property, shall occur by the driver of the

carriage or wagon refusing to turn to the right of the beaten track ; nor shall it be construed to extend to a case where it is impracticable, from the nature of the ground, for the driver of the carriage or wagon to turn to the right of the beaten track.

§ 2. No person owning any carriage running or traveling upon any road in this State, for the conveyance of passengers, shall employ, or continue in employment, any person to drive such carriage, who is addicted to drunkenness, or to excessive use of spirituous liquors ; and if any such owner shall violate the provisions of this section, after he shall have had notice and reasonable proof that such driver is addicted to drunkenness, he shall forfeit at the rate of five dollars per day for all the time during which he shall thereafter have kept any such driver in his employment, to be sued for by any person, and collected in any court having competent jurisdiction ; and the court may allow a portion of said penalty, not exceeding twenty-five dollars, to be retained by such complainant, as a compensation for his services and expenses ; the balance to be paid in the county treasury.

§ 3. If any driver, while actually employed in driving any such carriage, shall be guilty of intoxication, to such a degree as to endanger the safety of the passengers in the carriage, it shall be the duty of the owner of such carriage, on receiving written notice of the fact, signed by any one of said passengers, and certified by him on oath, forthwith to discharge such driver from his employment ; and every such owner who shall retain, or have in his employ, within thirty days after the receipt of such notice, any driver who shall have been so intoxicated, shall forfeit at the rate of five dollars per day for the time during which he shall keep any such driver in his employment, after receiving such notice, to be sued for and applied as directed in section two (2) of this act.

§ 4. No person driving any carriage upon any turnpike, road or public highway within this State, with or without passengers therein, shall run his horses or carriage, or permit the same to run, upon any occasion, or for any purpose whatever, except in case of necessity ; and every person who shall offend against the provisions of this section, shall be deemed guilty of a misdemeanor, and, on conviction thereof, shall be fined not exceeding one hundred dollars, or imprisoned not exceeding sixty days, at the discretion of the court.

§ 5. It shall not be lawful for the driver of any carriage, used for the purpose of conveying passengers for hire, to leave the horses attached thereto, while passengers remain therein, without making such horses fast with a sufficient halter, rope or chain, or by placing the lines in the hands of some other person, so as to prevent their running ; and if any such driver shall offend against the provisions of this section, he shall forfeit the sum of twenty dollars, to be recovered by action, to

be commenced within six months; and unless the amount of such recovery be paid forthwith, execution shall be immediately issued therefor.

§ 6. The owner of every carriage running upon any turnpike, road or public highway for the conveyance of passengers, shall be liable, jointly or severally, to the party injured, in all cases, for all injuries or damages done by any person in the employment of such owners as a driver, while driving such carriage, to any person or to the property of any person, and that, whenever the act occasioning such injury, or damage, be willful, negligent or otherwise, in the same manner as such driver would be liable. Any driver of any mail stage coach, or any other vehicle for the conveyance of passengers, willfully offending against the provisions of this act, shall be deemed guilty of a misdemeanor, and, on conviction thereof, shall be fined not exceeding three hundred dollars, or imprisoned not exceeding four months.

§ 7. The term "carriage," as used in this act, shall be construed to include stage coaches, wagons, carts, sleighs, sleds and every other carriage or vehicle used for the transportation of passengers or goods, or either of them.

§ 8. Nothing contained in this act shall interfere with or affect any law concerning hackney coaches or carriages in any of the cities of this State, nor interfere with nor affect the laws or ordinances of any such city, for the licensing or regulating such coaches or carriages. Justices of the peace shall have jurisdiction in all cases arising under this act, where the penalty does not exceed two hundred dollars.

§ 9. All roads within this State, which have been laid out in pursuance of any law of this State, or of the late territory of Illinois, and which have not been vacated in pursuance of law, are hereby declared to be public highways: *Provided*, that all roads that have not been used within five years shall be deemed vacated.

§ 10. No new road shall be opened by order of the county court, unless the same shall be applied for by at least thirty-five voters residing within five miles of the road proposed to be laid out or altered, except in counties which shall not have more than three hundred (300) voters, when only fifteen shall be required. Such applicants shall deposit in the hands of the clerk of the county court a sufficient sum of money to pay the viewing. If the report of the persons appointed to view such road be in favor of establishing the road, the money so deposited shall be returned to the persons who deposited the same; but if the report be unfavorable, the expense of the view shall be paid out of the money so deposited.

§ 11. It shall be the duty of the county court, upon the presentation of the petition for the location or re-location of a road, to inquire into the manner in which the same was gotten up, if signed by individuals through whose lands the same may pass, as far as practicable, and re-

quire proof, and be satisfied that the notices required by law of such intended application have been given, in view that the owners of lands which may be damaged shall have notice thereof.

§ 12. When a new road shall be applied for, as aforesaid, the county court shall, if in their opinion the public good and convenience require it, appoint three disinterested persons to view the ground proposed for the same; and if, after such view, the viewers shall believe the road applied for to be necessary, taking into consideration the expense of constructing the same, and its utility to the public, they shall proceed to locate and establish the same, on the nearest and most eligible route, from point to point given, having due regard to private property, causing the same to be surveyed, designating its course through prairies and improved land by fixing stakes in the ground, and through the timbered land by marking trees, and shall make report thereof to the next county court; but after the view, if they deem such road unnecessary or improper to be made, they shall report their opinion to that effect to the next term of said court.

§ 13. Viewers, in locating a road, shall ascertain, as far as practicable, where damages will be claimed, and report the names of the individuals claiming to the county court, at the time of making their report. It shall be incumbent on such owners of property, by themselves or agents, to inform the court, at the term at which the road viewers shall report, their claims for damages; and no damages shall be allowed, unless claim be made to the court as aforesaid, or to the supervisor, commissioner or superintendent appointed to open the road, as provided by law. After a road shall be opened, and no claim for damages being set up, the State or county shall not be liable for any damages whatever.

§ 14. Whenever it shall be represented to the county court, by petition of thirty-five voters, that a public road established by said court, or any part thereof, is useless or burdensome, the said court, upon a sufficient sum of money being deposited with the clerk to pay the expenses of a review (such money to be returned if the road shall be declared useless), shall appoint three suitable and disinterested persons to view the same, who shall report to the said court at the next term after such appointment, whether such road be useless and burdensome, together with their reasons for such opinion; and the county commissioners may then order such road to be vacated, if, in their opinion and discretion, they shall deem such order proper: *Provided*, that no petition praying for the establishment or vacation of a public road shall be received by the said court, unless the same petitioners, or some of them, shall have given twenty days' public notice of such application, by a written notice, posted up in the most public place in each road district through which the road or proposed road shall pass, and a like notice,

particularizing the route and important points, on the door of the court house, and of the county clerk's office, should it be kept in a separate building.

§ 15. Whenever a new road shall be located, the county commissioners shall immediately cause the supervisors of each district through which such road shall pass to be notified of such location; and it shall be the duty of such supervisors to open such road within their respective districts, and keep the same in repair, so far as the labor of the persons bound to work on said road shall enable them; and if such labor be insufficient, the county commissioners shall cause the same to be cut out and opened at the expense of the county, whenever, in their opinion, the funds of the county will justify such expense; and after being so opened, the same shall be kept in repair by the supervisors, as in other cases.

§ 16. Any person or persons desirous of having a cart road laid out, for his or their convenience, from the dwelling or plantation of such person or persons to any public road, or from one public road to another, or from one lot of land to another, shall present a petition to the county court of the proper county, setting forth the reason for desiring such road, and describing the points from and to which said road or cartway is desired to pass; and the court shall, upon a sufficient sum of money being deposited to pay for viewing such road, appoint three freeholders to view the same: *Provided*, that twenty days' notice shall be given of the intention to present such petition, to each person residing in the county through whose land such cartway is desired to pass, and also by posting up a notice thereof on the door of the court house and clerk's office of the county, if not kept in the court house, for the same period of twenty days; and the viewers, when appointed, shall examine the route proposed for such road, and shall examine any other route which they may deem proper. And if they shall be of opinion that a cartway is necessary and proper, from and to the points named in the petition, they shall lay out the same in such manner as to produce the least inconvenience to the parties through whose land the same shall pass, and shall make a written report to the court, describing the route of the road, and the numbers of the lots of land through which the same shall pass, and naming the owners thereof, if known—which report shall be examined by the court. And on hearing the objections, if any, if the court shall be of opinion that the road is necessary and right, an order shall be made establishing the same not exceeding thirty feet wide: *And provided, also*, that if any owner of land shall object to the opening of such road, the same shall not be opened by the person or persons desiring the same, until the person or persons objecting shall be paid all the damages to be sustained by the opening thereof; and in case the

parties cannot agree on the amount of damages, the same shall be ascertained and assessed as hereinafter provided. And the damages being paid on final decision, or a sufficient sum deposited with the court for that purpose, the person or persons applying therefor, their heirs and assigns, shall have the right to open said road, and shall have the right of way upon the same forever thereafter: *Provided, further*, the court may pay a portion of said damages.

§ 17. Whenever any person or persons desire a change or relocation of any State or county road now located, notice of such intended application shall be given by putting up advertisements, in writing, at least one in each road district through which said road shall pass, and on the court house door, twenty days previous to the sitting of the court to which application shall be made; and on the petition of thirty-five qualified voters, living immediately in the vicinity of such road, the court shall appoint three viewers to examine and make the necessary re-location. They shall carefully view the road as located, and the ground for the proposed route, and being of the opinion that the public good requires an alteration, in view of obtaining a more suitable place to erect a bridge over a stream, wind a hill, avoid a swamp, expensive work, or where the present road greatly damages an individual, and can be varied without material damage to the public, in such cases alterations may be made; and a majority of said viewers being of that opinion, they shall cause a survey and re-location to be made, returning to the county court a plat, with the courses and distances of the road as established. But if they consider an alteration not necessary, they shall so report, and the court may confirm and accept the report, or take such further action thereon as to them may seem right. In like manner, any State road now established, which may be considered useless or burdensome, on notice, petition, view and report to that effect, as required in this section in case of an alteration, the same may be annulled and vacated.

§ 18. When it shall become necessary to have a State or county road now located and established, altered, re-located or vacated at a county line, or a new road laid out, the same being petitioned for and notice given as required in the preceding section, the same shall be agreed upon by reviewers from each county, to be appointed by the counties immediately interested; and no road shall be altered at a county line, or elsewhere, unless a majority of the viewers appointed agree on such change or alteration: *Provided*, that no application shall be acted upon or viewers appointed, as contemplated in the preceding sections, unless the petitioners deposit money sufficient to pay the reviewers in case an unfavorable report be made, to be refunded should the road be located, altered or vacated, as petitioned for. In case of a disagreement in the



location or alteration of any road crossing a county line by the county authorities, either county may appeal to the circuit court, who shall hear and determine the case, grant a review, appoint reviewers, and make such order therein as shall seem right in the establishment of the road in dispute.

§ 19. In all cases where a petition is presented to the county court, praying for a change, alteration, location or vacation of a county road, as provided for in this act, if there shall be remonstrances presented against granting the same, it shall be the duty of said court to give due consideration both to the petition and remonstrance, and grant or refuse the prayer of such petitioners, as in their discretion shall be just and proper.

§ 20. All roads shall be surveyed, and a plat, with the course and distances thereof, returned with the report of the viewers to the county court, which shall be recorded and filed. The county court, on the return of the report and plat, shall determine and establish on record the width of the road, making the main leading roads four rods wide and none less than fifty feet.

§ 21. In the location and alteration of all roads, it shall be the duty of viewers to make the same as direct as the ground and circumstances will allow, particularly the main leading roads. Previous to entering upon their duties, they shall be sworn, before some officer authorized to administer oaths, that they will faithfully, impartially, and to the best of their judgment, discharge the duties incumbent on them as road viewers, under the law and appointment of the court.

§ 22. County surveyors may act as road viewers in their respective counties, without further qualification, and may administer the proper oath of office to other road viewers who may be associated with them, or otherwise.

§ 23. In all cases where a public road shall have been or may be authorized by law to be laid out or constructed in this State, either by State or county authority, and the same is required to pass over the land belonging to any company, corporation or individual, and the owner or owners shall object thereto, and cannot agree with the commissioner, superintendent or supervisor authorized to construct the same, on the amount of damage which such owner or owners may claim, it shall be lawful and shall be the duty of the county court to cause a jury of six freeholders to appear before said court, at such time as may be fixed by said court; and the said jury, after being duly sworn faithfully and impartially to examine the ground which shall be pointed out to them, shall assess the damages which the owner of the land will sustain by the said road, and make written report to the said court, at such time as the court may direct—a copy of which award shall be furnished to the party

claiming damages; and the money being paid or tendered to the party to whom the same is assessed, the said road may be opened by the proper authority of the county, and the right of way acquired by the public for a public road: *Provided*, that the corporation, company, owner or owners of the land shall have the right to appeal from the award of the jury to the circuit court, within twenty days from the approval of said award by said county court, upon executing bonds, to be approved by said court, and the case shall be acted upon in such manner as the circuit court may determine, with a view to justice, and make such order thereon as may seem right and just, which decision shall be final. The provisions of this section shall extend to the right of way for a cartway or private road, as contemplated in section sixteen of this act.

§ 24. If any person shall obstruct any public or private road by felling a tree or trees across the same, by encroaching upon or fencing up the same (except for the purpose of raising a hedge, in which case not more than one-fourth of the width of the road shall be occupied for such purpose), or by placing any other obstruction therein, he shall forfeit for any such offense a sum not exceeding ten dollars, and a sum not exceeding three dollars for every day he shall suffer such obstruction to remain, after he shall have been ordered to remove the same by any supervisor, county commissioner or justice of the peace; and if any person shall purposely destroy or injure any bridge or causeway, or remove any of the timber or plank thereof, or destroy or deface any guide board, post or mile stone on a public or private road, or dig any drain or ditch across a public or private road, such person so offending shall be indicted or sued before a justice of the peace, and on conviction shall be fined in any sum not less than five dollars nor more than one hundred dollars, except bridges, which shall be double the value thereof, and for burning a bridge, to be punished agreeably to the criminal code: *Provided, however*, that this section shall not be construed to extend to any person who shall lawfully cut down any timber for rails, firewood or other purposes, and who shall immediately remove the same out of the road, nor to any person through whose land a road shall run, who shall dig a ditch or drain across such road, and keep the same in good repair.

§ 25. If any person or persons shall obstruct any public or private road, in the manner provided in section twenty-four (24) and twenty-five (25) of this act, the penalty provided for in said section may be recovered either by an indictment, or in an action of debt, before any justice of the peace of the county in which the offense was committed, which action may be brought upon the complaint, on information, of any person who may complain, for the use and benefit of the county.

§ 26. If any person shall impair any public or private road, by plowing or turning a current of water so as to saturate or wash the same, he shall forfeit and pay a fine, for the first offense five dollars; and for a second offense ten dollars; and at that rate for every additional offense, which fines shall be collected either before a justice of the peace or by indictment in the circuit court, as now provided by law.

§ 27. If any person shall ride, lead or drive any wagon, carriage, dray, cart or other vehicle or conveyance, or any horse, mare, mule or ox, or other animal, over, or across any public bridge, or any bridge used by the public, within the limits of this State, faster than a walk, he shall forfeit and pay, for each offense, the sum of five dollars, which penalty shall be collected, either before a justice of the peace or by indictment in the circuit court of said county, as is provided by the last preceding section.

§ 28. The county courts of the several counties in this State not under township organization, shall have and are hereby vested with general superintendence over the public roads within their respective counties, and are hereby authorized to cause new roads to be located and made, and to alter or vacate public roads within their respective counties, in the manner in this act provided and pointed out.

§ 29. The county court, in counties not under township organization, of each county, shall, at their December term, or as soon thereafter as may be, in each and every year, lay out and divide their respective counties into such road districts as they may deem convenient and proper, defining accurately the boundaries of said districts; and they shall appoint one supervisor in each district, who shall serve one year, and continue in office until a successor shall be appointed: *Provided*, that the county courts of all counties not under township organization shall, at their first meeting after the passage of this act, appoint supervisors, and divide their respective counties into districts, as contemplated in this section.

§ 30. It shall be the duty of the clerk of the county court in each county, to make out and deliver to the sheriff written notices to all the supervisors, as aforesaid, within ten days after such appointment has been made, informing them of their said appointment, describing the bonds of their respective districts, and the roads therein; and the said sheriff shall immediately deliver the said notices to the persons to whom the same shall be directed, respectively; and if any supervisor shall refuse to accept his said appointment, the sheriff shall return the said notice to the clerk who issued the same, noting such refusal on the back thereof. But if the said supervisor shall agree to accept the same, such supervisor shall, within fifteen days thereafter, return to the clerk of the county court a list of the names of all persons residing within the road district liable to be taxed for road purposes; and the said sheriff shall

notify the said clerk of such acceptance. And the said sheriff shall, in all cases, make return of acceptance or refusal within twenty days after the delivery to him of the notice aforesaid. For any failure on the part of the clerk to make out and deliver to the sheriff any one of the notices required by this section, he shall be fined in the sum of ten dollars; and the sheriff shall incur the same penalty for a failure to deliver any one of said notices in the manner and within the periods herein prescribed: *Provided*, that supervisors shall not be required to make such return, unless the county court shall have levied a tax according to the provisions of this act: *Provided, further*, that any county court or board of county commissioners are hereby authorized and empowered to open and keep in good repair all public highways in their respective counties, and to build and keep in repair all bridges, either by taxation in whole or in part, or by labor in part and taxation in part, as they may elect.

§ 31. When any person shall refuse to accept the appointment as supervisor, or after having accepted the same, shall fail to perform the duties thereof, he shall be fined five dollars, to be appropriated to road purposes: *Provided*, that the county court may excuse any supervisor from the payment of said fine, upon being satisfied that such person ought not to have been appointed. The county court shall have power, at any time, to remove from office any supervisor who shall fail or refuse to perform his duty, and all vacancies shall be filled at the term of court at which any removal shall be made or vacancy occur.

§ 32. It shall be the duty of such supervisor to cause all the public roads within his district to be kept well cleared, smooth, and in good repair; causing all stumps to be cut low, so as to afford at all times a free and safe passage to wagons and other carriages along such road; to cause bridges and causeways to be made wherever the same shall be necessary, and to keep the same in repair; and to cause to be erected and kept in repair, at the forks or crossing place of every public road, a post and guide-boards, with plain inscriptions thereon in letters and figures, giving the direction and distance to the most noted places to which said roads may lead.

§ 33. Whenever any public road shall be obstructed by falling timber, or in any other manner, and when any bridge or causeway shall be destroyed, or become impassable or dangerous to travelers, it shall be the duty of the supervisor to cause such obstruction to be removed, and to have such bridges or causeways rebuilt or repaired; and for that purpose he shall call out the persons bound to labor on the road in his district, or as many of them as may be necessary; but if the persons bound to perform such labor in his district shall have previously performed the number of days required by this act, or if the labor due from such persons shall not be sufficient, he shall then proceed to hire as many laborers or teams as may be necessary to remove such obstruction or repair

such damages: *Provided*, that in counties electing to keep up roads in their respective counties, by taxation, then and in that case the supervisor shall proceed to hire as many laborers or teams as may be necessary to remove such obstructions and repair such damages: *And, provided, further*, that the cost shall not exceed ten dollars; and if the cost of such work shall be estimated by said supervisor to exceed ten dollars, then he shall report such obstruction or damage to any one or more of the county commissioners, whose duty it shall be immediately to cause such obstruction to be removed, or such bridge or causeway to be rebuilt or repaired, as the case may be, either by ordering the supervisor to hire laborers and teams for that purpose, or by making a contract with some fit person or persons, as they may deem best; and all moneys required to carry any of the provisions of this section into effect, shall be paid out of the county treasury, on the order of the county court.

§ 34. The county courts of the several counties in this State, who shall adopt the system of part tax and part labor, or all labor, at the December term, annually, shall fix and cause to be entered upon the records of their courts a certain number of days, not exceeding three nor less than two, that each and every able bodied man between the ages of twenty-one and fifty years shall labor on some public road within the county during the year. And it shall be the duty of the clerk of said court to certify the number of days fixed as aforesaid in the notice to each supervisor appointed in said county.

§ 35. The county court of each and every county, in addition to the work required in the foregoing section (34), may, at the September term, annually, assess a road tax of not more than twenty cents on each one hundred dollars' worth of taxable property, real and personal, or either, in their counties; and a column in the tax book shall designate the amount of such road tax due from each person from whom the same is to be collected; which road tax, assessed on property owned by citizens living in incorporated towns of the county, and also owned by non-residents of the county, shall be collected by the collector as other county revenue, and paid into the treasury in like manner; and the county court shall appropriate the same on roads and bridges as they may deem proper: *Provided*, that counties electing to work under the tax system in whole, for road purposes, may levy a road tax not exceeding forty cents on every one hundred dollars' worth of property, real or personal, as provided in section thirty of this act.

§ 36. The clerk of the county court, in all counties adopting the labor system, in whole or in part, shall, by the first day of February in each year, make out a list of all persons owing road tax in each road district in the county, with the amount of tax due from each person; which list shall be by said clerk delivered to the sheriff, and by him delivered to the proper supervisor within twenty days from the date such list is de-

livered to the sheriff; and any clerk or sheriff who shall neglect or fail to perform the duties required in this section within the time specified, shall be liable to the penalties stated in section thirty of this act.

§ 37. It shall be the duty of each supervisor in counties not levying a tax exclusively for road purposes to call on all able-bodied male persons over twenty-one and under fifty years of age in his district, to perform the number of days' labor due for the year, giving such person at least three days' notice of the time when and place where the work is required, and stating what description of tools to bring; which notice shall be given by the supervisor in person verbally, or by written or printed notice, or by some person appointed by him to warn in the hands; in which latter case the notice shall be written or printed, and signed by the supervisor. The supervisor shall observe the hour appointed to meet, that each individual do appear at the time with the tool directed to be brought, and when on the road, that each person shall work industriously and diligently, doing at least eight hours' faithful labor in each day at such work, and in such manner as shall be directed by the supervisor. Any person neglecting or failing to attend and do the work due on the roads, after being notified as above stated, by himself or a substitute equally able as himself, shall pay for each day such sum as the county court shall fix at the time of fixing the number of days. Should any person be idle, not work diligently, be turbulent, interrupt other hands, or disobey the supervisor, power is hereby given, and it shall be the duty of the supervisor to discharge said hand from the road; and for each day's labor which may then be due from such person, he shall be bound to pay one dollar and fifty cents.

§ 38. The tax list being placed in the hands of the supervisor, he shall notify each person residing in said supervisor's district, of the amount due, and that the same may be discharged in labor on the road, and shall thereupon request payment in money or labor, first notifying each person of the time and place, to attend and work the same out at the rate of such sum per day as the county court may fix, bringing with him such tools as may be directed by the supervisor—the labor to be performed by the principal or a substitute equally able, working at least eight hours each day; and if such person shall spend the day in idleness, be turbulent, or disobey the supervisor, he shall be discharged from the road, and the balance due shall be collected with twenty-five per cent. advance: *Provided*, all money collected by supervisors for road purposes, shall be disbursed on some road within their district.

§ 39. Where any city or town has or may become incorporated under a special law, or under a general law authorizing cities to become incorporated, no requisition in labor or money from the citizens thereof, on property within said corporation, shall be required to improve roads

in the county different from the grant in the charter, but they shall be required to work and pay a tax to improve the streets and roads, and such improvements as shall be specified in the charter, or within the limits of the incorporation, so long as the charter or incorporation shall remain in full force. In all towns and villages not incorporated, the citizens thereof shall contribute in labor and by tax, when assessed by the county court of the county, in improving the streets of the town or village, and the public roads of the road district, including the same, under the supervisor.

§ 40. It shall be the duty of the supervisors to sue in the name of the county, for all labor and taxes which shall be due from each person residing in their respective districts, and remain unpaid after notice shall have been given and a failure to settle the same, as provided in the foregoing sections; and having collected the same, shall, without delay, disburse the money to the best advantage on public roads in the district to which such labor or tax properly belongs. In all cases the supervisor shall be competent witness in such suits brought as above stated; and an appeal may be taken to the circuit court by either party, as in other cases of appeal from justices of the peace.

§ 41. Supervisors are hereby authorized to bring suits before any justice of the peace of the county, to recover any and all sums due for road labor, road tax, fines and forfeitures imposed by this act, which are intended to come into the hands of such supervisors for road purposes, and to collect, disburse and account for the same, suing in the name of the county.

§ 42. All suits, actions and proceedings necessary to be had on any right or cause of action, for failures to perform road labor or pay road taxes, or to enforce any contract or promise in reference to the opening or repairing of public roads, shall be had in the corporate name of the county wherein the right of action accrued: *Provided*, that no suits shall be dismissed on account of informality in the name of the plaintiff; but the court may, on application, permit the record to be so amended as to place the name of the proper plaintiff on the record.

§ 43. Every supervisor shall endeavor to collect all road and labor tax, and close the work by the first Monday in December, annually; and it shall be their duty, when such road and labor tax has been paid, either in money or labor, to write the word "paid" distinctly against each name or tract of land on his list on which the same has been paid, and such list shall be delivered to the county court, with an affidavit thereto, sworn to before some justice of the peace of the county, or other officer empowered by law to administer oaths, that on all tracts of land on such list opposite which the word "paid" is written, [such tax] is paid; and that on all tracts of land on such list opposite which the word "paid"

is not written, such tax is due and remains unpaid, according to the best of his knowledge and belief.

§ 44. At the December term of the county court, annually, each supervisor shall make a report, showing the whole number of days' work that has been done in his district during the year, by whom done, the amount of money by him received, from whom received, for road tax or otherwise, due on roads, the amount paid out by him in constructing roads, with the vouchers accompanying; at which term he shall make a settlement with the court, and if a balance should appear in his hands, the same shall be disbursed in the district, or added to the general road fund, as the court shall order. Supervisors may appoint one or more persons to warn in the hands, and make an allowance out of the labor tax due from such person.

§ 45. The supervisors of the several road districts are hereby authorized to enter upon any land adjacent to any highway in their respective districts, for the purpose of opening any ditch, drain, necessary sluice or water course, whenever it shall be necessary to open a water course from any highway to the natural water courses; and to dig, open and clean ditches upon said land for the purpose of carrying off the water from said highways; or to drain any slough or pond on said highway: *Provided*, that unless the owner of such land, or his agent, shall first consent to the cutting of such ditches, the supervisors shall apply to any justice of the peace of the county in which such road is situated, directed to any constable of said county, commanding him to summons the said owner to appear before the said justice, at a time and place specified in such summons, not less than five nor more than fifteen days from the date thereof, for the purpose of having the damage assessed which such owner may sustain by reason of the digging or opening such ditches or drains. The said summons shall be under the hand of such justice, and be served in the same manner as summons is now served in civil actions before justices of the peace. On the return of such summons, a *venire*, if required by either party, shall be issued for a jury as in other cases, which jury shall assess such damages and render a verdict therefor, which shall be final and conclusive of the amount of damages sustained by such person; and the amount so awarded shall be paid out of the county treasury on the order of the commissioners. And the supervisor shall be warranted and is hereby empowered to enter such lands and dig, open and clean such drains, ditches and water courses as aforesaid, for the purposes contemplated in this act; and is further authorized to use and employ the road labor and money of his district for such purposes: *Provided*, that in case the owner of said lands is a non-resident, service may be had by leaving a copy with the occupant or agent, or by notice in same manner as prescribed in proceedings for opening roads.



§ 46. Supervisors are hereby authorized to hire teams to do the necessary hauling, plowing and scraping; to contract for materials for building bridges, causeways, erecting guide boards, for making and furnishing road scrapers, and repairing roads in discharge of labor and road tax due, and so far as funds shall come into their possession, procuring said teams, materials, implements and work, on the best possible terms; but all contracts made under this section, exceeding in amount ten dollars, shall be first approved or ordered by the county court: *Provided*, that nothing contained herein shall prevent the supervisors from expending, within their road districts, the road labor or money collected by them in lieu thereof.

§ 47. Any supervisor who neglects to keep the roads in his district in good repair, agreeably to the provisions of this act, or fails to perform any other duty herein required, shall be liable to indictment, and on conviction thereof, shall be fined in a sum not less than five dollars and not exceeding fifty dollars, to be expended on some road within the district of said supervisor.

§ 48. The clerk of the county court in each county shall, at each term of the circuit court, make out and furnish the grand jury with the list of the names of all supervisors in the county, with the date at which they were appointed.

§ 49. It shall be the duty of the supervisors to take good care of plows, road scrapers and other implements belonging to the county, in their charge; not to lend the same, unless to the supervisors, to aid him in constructing public roads. Any person who shall violate the provisions of this section, shall forfeit and pay a fine of not less than three dollars, or more than ten dollars.

§ 50. Each and every supervisor shall call out his hands, and do a proportion, at least one-half, of the labor due, by the tenth day of June in each year, in putting the roads and bridges in good repair, and grading the same where most needed.

§ 51. Sheriffs, and clerks of the county court, surveyors, viewers, and supervisors, shall be allowed a fair and reasonable compensation for discharging the duties required of them by this act, to be paid out of the county treasury on the allowance and order of the county courts.

§ 52. All power, jurisdiction and control is hereby given to the county court of the several counties of and concerning State roads, located directly by the State, and all other roads, and the same shall be opened, improved and kept in repair as roads in the counties, subject to alteration, change and re-location, as hereinbefore pointed out.

§ 53. The county courts of the several counties of this State shall have the supervision and control of all roads and public highways within their respective counties, and shall make such rules and regula.

tions as may be necessary to carry this act into proper effect: *Provided*, that after the election of the commissioners provided in section six (6), article ten (10), constitution of this State, the duties herein provided to be discharged by county courts shall devolve upon and be discharged by the board of county commissioners.

§ 54. In addition to the notices now required by law, in proceedings for locating, laying out and opening of public roads, similar notices shall be served upon any railroad company, across or alongside of whose railroad it may be proposed to locate a public road: *Provided*, that this act shall not apply to the proceedings for opening streets in towns and cities.

§ 55. The notices, as required by this act, shall be served upon the station agent of any such railroad company, nearest to the proposed location of such projected public road.

§ 56. Any tax or moneys collected by the sheriff and county collectors of the various counties for road and bridge purposes, under the provisions of an act entitled "An act in regard to roads and bridges," approved April 10, 1872, shall be distributed to the supervisors of the various road districts from which it was collected, as near as may be, to be by them expended in improving the roads in their respective road districts.

§ 57. An act entitled "An act in regard to roads and bridges," approved April 10, 1872, and in force August 15, 1872, and also all other acts or parts of acts inconsistent herewith, be and the same are hereby repealed.

§ 58. Whereas by the passage of the act in regard to roads and bridges, in force August 15, 1872, hereby repealed, much confusion has arisen in carrying out and enforcing the law of this State in regard to roads and bridges, an emergency has arisen requiring this act to take immediate effect; therefore, be it enacted that this act shall take effect and be in force from and after its passage.

APPROVED April 18, 1873.

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AN ACT in regard to roads and bridges, in counties under township organization.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That all roads within this State, which have been laid out in pursuance of any law of this State, or of the late territory of Illinois, or which have been established by dedication or user for twenty years, and which have not been vacated in pursuance of law, are hereby declared to be public highways.

§ 2. Whenever any persons, traveling with any carriages, shall meet on any turnpike road or public highway in this State, the persons so

meeting shall seasonably turn their carriages to the right of the centre of the road, so as to permit each carriage to pass without interfering or interrupting, under the penalty of five dollars for every neglect or offense, to be recovered by the party injured : *Provided*, this section shall not be construed to apply to any case, unless some injury to persons or property shall occur by the driver of the carriage or wagon refusing to turn to the right of the beaten track ; nor shall it be construed to extend to a case where it is impracticable, from the nature of the ground, for the driver of the carriage or wagon to turn to the right of the beaten track.

§ 3. No person owning any carriage, running or traveling upon any road in this State, for the conveyance of passengers, shall employ, or continue in employment, any person to drive such carriage who is addicted to drunkenness, or the excessive use of spirituous liquors, and if any such owner shall violate the provisions of this section, after he shall have had notice and reasonable proof that such driver is addicted to drunkenness, he shall forfeit at the rate of five dollars per day for all the time during which he shall thereafter have kept any such driver in his employment.

§ 4. If any driver, whilst actually employed in driving any such carriage, shall be guilty of intoxication to such a degree as to endanger the safety of the passengers in the carriage, it shall be the duty of the owner of such carriage, on receiving written notice of the fact, signed by any one of said passengers, and certified by him, on oath, forthwith to discharge such driver from his employment ; and every such owner who shall retain or have in his employ, within three months after the receipt of such notice, any driver who shall have been so intoxicated, shall forfeit at the rate of five dollars per day for the time during which he shall keep any such driver in his employment after receiving such notice.

§ 5. No person driving any carriage upon any turnpike road or public highway within this State, with or without passengers therein, shall run his horses or carriage (or permit the same to run) upon any occasion, or for any purpose whatever ; and every person who shall offend against the provisions of this section, shall be deemed guilty of a misdemeanor, and on conviction thereof, shall be fined not exceeding ten dollars, or imprisoned not exceeding sixty days, at the discretion of the court.

§ 6. It shall not be lawful for the driver of any carriage used for the purpose of conveying passengers for hire, to leave the horses attached thereto while passengers remain therein without first making such horses fast with a sufficient halter, rope or chain, or by placing the lines in the hands of some other person, so as to prevent their running ; and if any

such driver shall offend against the provisions of this section, he shall forfeit the sum of twenty dollars, to be recovered by action, to be commenced within six months; and unless the amount of such recovery be paid forthwith, execution shall be immediately issued therefor.

§ 7. The owners of every carriage running upon any turnpike road or public highway, for the conveyance of passengers, shall be liable, jointly and severally, to the party injured, in all cases, for all injuries and damages done by any person in the employment of such owners as a driver, while driving such carriage, to any person, or to the property of any person; and that, whenever the act occasioning such injury or damage be willful, negligent or otherwise, in the same manner that such driver would be liable. Any driver of any mail stage coach, or any other vehicle for the conveyance of passengers, willfully offending against the provisions of this act, shall be deemed guilty of a misdemeanor, and on conviction thereof, shall be imprisoned not exceeding four months, or fined not exceeding three hundred dollars.

§ 8. The term "carriage," as used in this act, shall be construed to include stage coaches, wagons, carts, sleighs, sleds and every other carriage or vehicle used for the transportation of passengers and goods, or either of them.

§ 9. Nothing contained in this act shall interfere with or affect any law concerning hackney coaches or carriages in any of the cities of this State, nor interfere with nor affect the laws or ordinances of any such city for the licensing or regulating such coaches or carriages. Justices of the peace shall have jurisdiction in all cases arising under this act, where the penalty does not exceed their jurisdiction.

§ 10. The commissioners of highways in the several towns in this State shall have the care and superintendence of highways and bridges therein, and it shall be their duty:

*First*—To give directions for the repairing of roads and bridges in their respective towns, and to cause the building of bridges when the public interests or necessity require it.

*Second*—To lay out and establish roads, to regulate the roads already laid out, and to alter or vacate such roads as they or a majority of them shall deem proper, as hereinafter provided.

*Third*—To cause such roads used as highways as have been laid out, or dedicated to public use, but not sufficiently described, and such as have been used for twenty years, but not recorded, to be ascertained, described and entered of record in the town clerk's office.

*Fourth*—To cause the highways and bridges which are or may be erected over streams intersecting highways, to be kept in repair.

*Fifth*—To divide their respective towns into so many road districts as they shall deem convenient, by writing, under their hands, to be lodged

with the town clerk, and by him to be entered in the town book. Such division to be made annually, if they shall think it necessary; and in all cases to be made at least ten days before the annual town meeting.

*Sixth*—To assign to each of the said road districts such of the inhabitants liable to work on highways as they shall think proper, having regard to proximity of residence as much as may be.

*Seventh*—To require the overseers of highways, from time to time, and as often as they shall deem necessary, to warn all persons to work on highways to come and work thereon, with such implements, carriages, plows and teams as they may have; and the said commissioners, or any of them, shall direct and see that persons working or repairing the highways leave undisturbed all stones or other monuments marking sectional and other corners, which may be in the public roads worked or repaired by them.

*Eighth*—To take possession of and keep all scrapers, plows and other tools belonging to their town, wherever the same may be found, and not allow the same to go to waste, and not to lend the same, except to persons employed by them to work on the roads by contract or otherwise.

*Ninth*—To purchase for use upon highways such necessary tools, implements and machinery as may be necessary.

*Tenth*—To cause to be erected and kept in repair, at the forks or crossing place of the most important public roads, a post and guide boards, with plain inscriptions thereon in letters and figures, giving directions and distances to the most noted places to which such road may lead; to prevent thistles, burdock, cockle-burs, mustard, yellow dock, Indian-mallow and jimson weed from seeding, and to extirpate the same so far as practicable, and to prevent all rank growth of vegetation in the public highway, so far as the same may obstruct public travel; and the said highway commissioners may, in their discretion, sink and construct wells, with a suitable pump or other suitable fixture, and a water-trough attached thereto, and keep the same in repair, for public use for watering teams, at the intersection of the most important roads in their towns or road districts; and they may also adopt any other suitable and convenient mode of supplying water in troughs conveniently situated on the public highways for public use, at other points than at such intersections; and the cost of such improvements shall be paid out of the road and bridge funds of such town.

§ 11. At the first meeting of the commissioners of highways, after they shall have been duly elected and qualified, they shall proceed to choose one of their number as treasurer. The treasurer so chosen shall receive and have charge of all moneys raised in the town for the support and maintenance of roads and bridges. He shall hold such moneys, at all times, subject to the order of the commissioners of high-

ways, and shall pay them over upon their order, or a majority of said commissioners, and not otherwise. He shall execute bond, with good and sufficient security, in such manner as the supervisor and town clerk shall determine, conditioned for the faithful discharge of his duties as such treasurer, and that he will honestly and faithfully account for and pay over upon the order of the commissioners of highways, all moneys that shall come to his hands by virtue of his said office; which bond shall be payable to the supervisor of the town and his successor in office, and be approved by the supervisor and town clerk, and filed in the town clerk's office.

§ 12. The commissioners of highways of each town shall render to the board of town auditors, at their annual meeting for auditing the accounts of town officers, an account in writing, stating :

*First*—The labor assessed and performed in such towns.

*Second*—The sums received by such commissioners for fines and commutations, and all other moneys received under this act.

*Third*—A statement of the improvements necessary to be made on such roads and bridges, and an estimate of the probable expense of making such improvement, beyond what the labor to be assessed in that year and the road tax will accomplish.

*Fourth*—Also, a statement, in writing, of all expenses and damages in consequence of laying out, altering or discontinuing roads.

*Fifth*—Also, a statement of the amount received from the collector of the town, or from any other source, up to the time of such statement, and the manner in which the same, if any sum, has been paid out and expended, to whom, and on what account.

§ 13. The commissioners of highways of each town shall meet, within ten days after they shall be chosen, at the town clerk's office, on such day as they shall agree upon, and afterwards at such other times and places as they shall think proper.

§ 14. The town clerk shall deliver the lists filed by the overseers to the commissioners of highways of the town, who shall proceed to ascertain, estimate and assess the highway labor and road tax to be performed and paid in their town the next ensuing year.

§ 15. Every able-bodied male inhabitant, being above the age of twenty-one years and under the age of fifty (excepting paupers, idiots, lunatics, and such others as are exempt by law), shall be required to labor on the highways, in their respective road districts, not less than one nor more than three days in each and every year.

§ 16. The commissioners of highways shall assess a road tax on all real estate and personal property liable to taxation of the town, to any amount they may deem necessary, not exceeding forty cents on each one hundred dollars' worth, as valued on the assessment roll of the pre-

vious year: *Provided*, that the tax on property lying within any incorporated village, town or city, in which the streets and alleys are under the care of the corporation, shall be paid over to the treasurer of such village, town or city, to be appropriated to the improvement of roads, streets and bridges, under the direction of the corporate authorities.

§ 17. The commissioners of highways shall affix to the name of each person named in the lists so furnished by the overseers the number of days assessed to each person for highway labor, personal property, and also a description of each tract of land, and the name of the owner, if known, with the valuation thereof, as taken from the assessment roll of the previous year, and the amount of road tax assessed thereon, in a separate column. The lists so prepared shall be subscribed by the commissioners, and deposited with the town clerk, to be filed in his office.

§ 18. The commissioners shall direct the clerk of the town to make a copy of each list, and shall subscribe such copies, after which they shall cause the several copies to be delivered to the respective overseers of highways of the several districts in which the highway labor is assessed. One copy for each overseer shall contain the name and number of days assessed to each person, the other the real and personal property road tax.

§ 19. It shall be the duty of the overseers to add the names of persons left out of any such list, and of new inhabitants, and to rate the persons so added in the same proportion, to work on the highways as others rated by the commissioners on such list, subject to an appeal to the commissioners.

§ 20. It shall be the duty of commissioners of highways of each town to credit such persons as live on private roads and work the same, so much on account of their assessment as such commissioners shall deem necessary to work such private road, or to annex such private road to some of the highway districts.

§ 21. The town clerk shall, within ten days after the commissioners of highways have filed in his office the amount of road tax assessed on the real and personal estate of the towns, post a notice on the outer door of the house where the town meeting was last held, stating the amount of road tax assessed on each one hundred dollars' worth of the real and personal estate of the town, and that all persons interested can pay the same in labor on the highways, under the direction of the overseer of highways, in the district where the land or personal property is situated.

§ 22. If the commissioners of highways shall refuse or neglect to perform any of the duties enjoined on them by this act, they shall severally forfeit not less than ten dollars nor more than fifty dollars, and

may be proceeded against, severally or jointly, for the recovery of such forfeiture before any justice of the peace in the proper county having jurisdiction.

§ 23. There shall be chosen, at the annual town meeting in each town, as many overseers of highways as there are road districts in the town; and each overseer of highways, so chosen, shall be a resident of the road district for which he is elected, and shall hold his office for one year: *Provided*, there shall be chosen at the annual town meeting in April, 1873, one overseer of highways for each road district, as constituted previous to the passage of an act entitled "Roads and Bridges," approved April 10, 1872.

§ 24. It shall be the duty of overseers of highways in each town:

*First*—To repair and keep in order the highways within their several districts for which they shall have been elected.

*Second*—To warn all persons from whom road labor is due to work on the highways, at such times and places, within their several districts, as they may think proper. The overseers of highways may contract with persons owing poll tax for road purposes, to perform a certain amount of labor on any road or bridge in their town or road district for the amount of such tax; and if the work is done within the time that the money should have been paid, the overseer shall give such person a receipt for such labor done or performed.

*Third*—To collect all fines and commutation money, and to execute all lawful orders of the commissioners of highways.

*Fourth*—To deliver to the clerk of the town, within sixteen days after their election or appointment, a list, subscribed by such overseers, of the names of all the inhabitants in his road district who are liable to work on highways.

§ 25. If any person chosen or appointed to the office of overseer of highways, shall refuse to serve, or if his office shall become vacant, the commissioners of the highways of the town shall, by warrant, under their hands, appoint some other person in his stead; and the overseer so appointed shall have the same powers, be subject to the same orders and liable to the same penalties as overseers chosen at the town meeting.

§ 26. The commissioners making the appointment shall cause such warrant to be forthwith filed in the office of the town clerk, who shall give notice to the person appointed, as in other cases.

§ 27. Every overseer of highways who shall refuse or neglect to perform any of the duties hereinbefore enumerated, or which may be lawfully enjoined on him by the commissioners of highways of his town, shall, for every such refusal or neglect, forfeit the sum of ten dollars, to be sued for by the commissioners of highways of the town, and when recovered, to be applied by them in making and improving the roads and bridges therein.



§ 28. It shall be the duty of overseers of highways to give at least three days' notice to all persons assessed to work on highways, and residing within the limits of their respective districts, of the time and place when and where they are to appear for that purpose, and with what implements; but no person, being a resident of the town, shall be required to work on any highway other than in the district in which he resides, except he resides in a district on a town line, which district belongs to an opposite town, and unless he shall elect to work in some district where he has any land; and in such case he may, with the approbation of the commissioners of highways, apply the work assessed in respect to such land in the district in which the same is situated.

§ 29. Every person liable to work on the highways shall work the whole number of days for which he shall have been assessed; but every such person, other than an overseer of highways, may elect to commute for the same, or for any part thereof, at the rate of one dollar and fifty cents per day; in which case such commutation money shall be paid to the overseer of highways of the district in which the person commuting shall reside, to be applied and expended by such overseer in the improvement of the roads and bridges in the same district.

§ 30. Any person intending to commute for his assessment, or any part thereof, shall, within three days after he shall be notified to appear and work on the highways, pay the commutation money for the work required of him by such notice; and the commutation shall not be considered as complete until such money be paid.

§ 31. Every overseer of highways shall have power to require a team or a cart, wagon or plow, with a pair of horses or oxen, and a man to manage them, from any person having the same within his district, who shall have been assessed two days or more, and who shall not have commuted for his assessment; and the person furnishing the same, upon such requisition, shall be entitled to a credit of two days for each day's service therewith.

§ 32. Every person assessed to work on the highways, and named to work, may appear in person, or by an able-bodied man as a substitute, and the person or substitute shall actually work eight hours in each day, under a penalty of twenty-five cents for every hour such person or substitute shall be in default, to be imposed as a fine on the person assessed.

§ 33. If any person, after appearing, remain idle, or not work faithfully, or hinder others from working, such offender shall, for every offense, forfeit to the town the sum of two dollars.

§ 34. Every person so assessed and duly notified, who shall not commute, and who shall refuse or neglect to appear, as above provided, shall forfeit to the town, for every day's refusal or neglect, the sum of

two dollars. If he was required to furnish a team, carriage, man or implement, and shall refuse or neglect to comply, he shall be fined as follows :

*First*—For wholly failing to comply with such requisition, four dollars for each day.

*Second*—For omitting to furnish a pair of horses or oxen, one dollar and fifty cents for each day.

*Third*—For omitting to furnish a man to manage the team, two dollars for each day.

*Fourth*—For omitting to furnish a wagon, cart or plow, seventy-five cents for each day.

§ 35. It shall be the duty of every overseer of highways, within six days after any person assessed and notified shall be guilty of any refusal or neglect, for which a penalty or fine is prescribed in this act, unless a satisfactory excuse shall be rendered to him for such refusal or neglect, to make complaint, on oath, to any justice of the peace of the county.

§ 36. The justice to whom such complaint shall be made shall forthwith issue a summons, directed to any constable of the county, requiring him to summons such delinquent to appear within five days before such justice, according to law, [to answer] for such refusal or neglect.

§ 37. On the day of trial the justice shall proceed to hear and determine the case according to law, for the offense complained of, and shall forthwith issue an execution under his hand and seal, directed to any constable of the county where such delinquent shall reside, commanding him to levy such fine, with the costs of the proceeding, of the goods and chattels of such delinquent.

§ 38. The constable to whom such execution shall be delivered, shall forthwith collect the moneys therein mentioned. He shall pay the fine, when collected, to the justice of the peace who issued the execution, who is hereby required to pay the same to the overseer who entered the complaint, to be by him expended in improving the roads and bridges in the district of which he is overseer.

§ 39. Every fine collected for refusal or neglect to appear and work on the highways, shall be set off against his assessments or personal labor tax upon which it was founded, estimating every two dollars collected as a satisfaction for one day's work.

§ 40. The acceptance by an overseer of any excuse for refusal or neglect shall not, in any case, exempt the person excused from commuting for or working the whole number of days for which he shall have been assessed during the year.

§ 41. It shall be the duty of overseers of highways to warn all residents of his district against whom a land or personal property road tax

is assessed, giving them three days' notice, to work out the same upon the highways; and he shall receive such tax in labor from every able-bodied man, or his substitute, at the rate of one dollar and fifty cents per day. And any person or his agent may pay such tax in road labor, at the rate of one dollar and fifty cents per day, and in proportion for a less amount: *Provided*, that any person may elect to pay such tax to the overseer in money.

§ 42. It shall be the duty of the overseer of highways, when such land tax has been paid, either in money or labor, to write the word "paid" distinctly against each name or tract on his list, on which the same has been paid, and give a receipt for the same, whether paid in labor or money, when demanded.

§ 43. Every overseer of highways shall deliver to the supervisor of his town, and in Cook county to the county board, at least five days previous to the annual meeting of the board of supervisors, the lists furnished by the commissioners of highways, containing the land and personal property road tax, with an affidavit thereto, sworn to before the supervisor of the town, or some justice of the peace of the county, that on all tracts of land on such list opposite which the word "paid" is written, such tax is paid, and that on all tracts of land on such list, opposite which the word "paid" is not written, such tax is due and remains unpaid, according to the best of his knowledge and belief.

§ 44. If any overseer shall refuse or neglect to deliver such list to the supervisor, as provided in the last preceding section, or shall neglect or refuse to make the affidavit, as therein directed, he shall, for every such offense, forfeit the sum of five dollars, and also the amount of tax or taxes remaining unpaid, to be recovered by the commissioners of highways of the town, to be applied by them in improving the roads and bridges of such town.

§ 45. It shall be the duty of every overseer of highways to have at least three-fourths of the road labor assessed in his district worked out or actually expended on the highways, previous to the first day of October in every year.

§ 46. Every overseer of highways shall, on the second Tuesday next preceding the time of holding the annual town meeting in his town, within the year for which he is elected or appointed, render, under oath, to one of the commissioners of highways of the town, an account, in writing, containing—

*First*—The names of all persons assessed to work on the highways in the district of which he is overseer.

*Second*—The names of all those who have actually worked on the highways, with the number of days they have actually worked.

*Third*—The names of all those who have been fined, and the sums in which they have been fined.

*Fourth*—The names of all those who have commuted, and the manner in which the moneys arising from fines and commutations have been expended by him.

*Fifth*—The amount of uncollected road tax which he has returned to the supervisors of the town, as required in section forty-three of this act.

§ 47. Every such overseer shall also, then and there, render an account, in writing, of all moneys in his hands by virtue of his office, and shall also pay over the same to his successor in office.

§ 48. If any overseer shall refuse or neglect to render such account, or if, having rendered the same, he shall refuse or neglect to pay any balance which may then be due from him, he shall, for every such offense, forfeit the sum of five dollars, to be recovered, with the balance of the moneys remaining in his hands, by the commissioners of highways of the town, and to be applied in making and improving the roads and bridges. It shall be the duty of the commissioners to prosecute for such penalty, in every instance in which no return is made.

§ 49. It shall be the duty of the supervisors of the several towns to receive the list of the overseers of highways when delivered, pursuant to section forty-four of this act, and to lay the same before the board of supervisors of the county.

§ 50. It shall be the duty of the board of supervisors, and in Cook county the county board, to cause the amount of arrearages of road tax returned by the overseer of highways to the supervisors, as provided in section forty-three of this act, to be levied on the lands returned, and to be collected in the same manner that other taxes of the county are levied and collected, and to order the same, when collected, to be paid over to the commissioners of highways of the town, to be by them applied to the construction of roads and bridges.

§ 51. Each and every overseer of highways shall be entitled to one dollar and a half per day for every day he is necessarily employed in the execution of the duties of overseer, exceeding the amount of his highway labor and road tax, the number of days to be accounted to and audited by the commissioners of highways: *Provided*, that the number of days to be audited shall be left discretionary with the commissioners of highways.

§ 52. The legal voters of any township in the State, in counties where township organization has been or may hereafter be adopted, may, by a majority vote at their annual town meeting, provide that thereafter the road tax assessed by the commissioners of highways, under the provisions of this act, be collected in money only, to be expended by the commissioners of highways in such townships, on roads within their jurisdiction, by such agents or officers as they shall direct, and in such manner as they shall direct.

§ 53. The town clerk of each town shall, on or before the first day of September next, and annually thereafter, (if the boundary lines be changed), furnish to the county clerk a certified plat of the several road districts of his town.

§ 54. In all counties acting under township organization, the county clerk, in extending district road tax upon the tax books, shall designate to what district said tax belongs.

§ 55. It shall be the duty of county and township collectors to make out an abstract of the amount of district road tax due to each district of the respective townships, and deliver the same to the treasurer of the commissioners of highways.

§ 56. The commissioners of highways shall pay over the district road tax according to the abstracts as furnished above, to the various overseers of roads in their respective districts, to be applied on the roads of said districts.

§ 57. For destroying or defacing any guideboard, post or mile stone, or any notice or direction put up on any bridge or otherwise, the offender shall forfeit a sum not less than three dollars nor more than fifty dollars.

§ 58. If any person shall injure or obstruct a public road by falling a tree or trees in, upon or across the same, or by placing or leaving any other obstruction thereon, or by encroaching upon the same with any fence, or by plowing or digging any ditch or other opening thereon, or by turning a current of water so as to saturate or wash the same, or shall leave the cuttings of any hedge thereupon, for more than five days, shall forfeit for every such offense a sum not less than three dollars nor more than ten dollars, and in case of placing any obstruction on the highway, an additional sum of not exceeding three dollars per day for every day he shall suffer such obstruction to remain after he has been ordered to remove the same by any of the commissioners of highways, complaint to be made by any person feeling himself aggrieved: *Provided*, this section shall not apply to any person who shall lawfully fell any tree for use, and will immediately remove the same out of the road, nor to any person, through whose land a public road may pass, who shall desire to drain his land, and shall give due notice to the commissioners of such intention: *And, provided, further*, that any commissioner or overseers of highways, after having given reasonable notice (to the owners) of the obstruction, or person so obstructing or plowing or digging ditches upon such roads, may remove any such fence or other obstruction, fill up any such ditch or excavation, and recover the necessary cost of such removal from such owner or other person obstructing such road aforesaid, to be collected by said commissioners before any justice of the peace having jurisdiction.

§ 59. If any person shall purposely destroy or injure any public bridge, culvert or causeway, or remove any of the timber or plank thereof, or obstruct the same, he shall forfeit a sum not less than three dollars nor more than one hundred dollars, and shall be liable for all damages occasioned thereby, and all necessary costs of rebuilding or repairing the same.

§ 60. All suits for the recovery of any fine or penalty under this act, shall be brought in the name of the town in which the offense is committed; and it shall be the duty of commissioners and overseers of highways to seasonably prosecute for all fines and penalties under this act; but in case of a failure of said officers to so prosecute, complaint may be made by any person whatever.

§ 61. All fines recovered under the provisions of this act, unless otherwise provided, shall be paid over to the commissioners of highways of the town where the offense is committed, to be expended upon the roads and bridges in the town.

§ 62. It shall be lawful for the owners or occupants of land bordering upon any public road, to plant shade and ornamental trees along and in such road, at a distance not exceeding one-tenth of the legal width of the road from its margin; and also to erect and maintain a fence, so long as shall be actually necessary for the purpose of raising a hedge on said margin, a distance of four feet from and within said marginal lines.

§ 63. Any person owning, using, or occupying lands on both sides of any public highway, shall be entitled to the privilege of making a crossing under said highway for the purpose of letting his cattle and other domestic animals cross said road: *Provided*, said person shall erect, at his own expense, a good and substantial bridge, with secure railing on each side thereof, and build an embankment of easy grade, on either side of said bridge; said bridge not to be less than sixteen feet wide, and to be approved by the commissioners of highways of the town in which the bridge is built, and the same to be kept constantly in good repair by the owner or occupant of said land, subject to their discretion: *And, provided, further*, that in case such crossing is made on any waterway or natural channel for water, and where a culvert or bridge is maintained or required for road purposes, said owner or occupant shall not be required to pay for or construct any more of said crossing than the additional cost of such crossing over and above the necessary cost of a suitable culvert or bridge for road purposes at such place.

§ 64. And where any bridge on a public road is constructed over a stream or body of water, where the depth or current of water or the nature of the bank or banks of such stream or body of water is such as to render a fence on the marginal line of the public road impracticable or

very expensive to construct and keep in repair, the owner of the land bordering on the public road shall have the right to connect the road fence on either or both banks of the stream or body of water, to said bridge or any pier or abutment thereof, or to any embankment or timber approach to said bridge: *Provided*, that no necessary ford across said stream or body of water shall be permanently obstructed thereby: *And provided, further*, that any such connecting fence shall be constructed by the consent and under the direction of the commissioners of highways of the town in which the bridge may be located.

§ 65. All public highways laid out by order of the commissioners of highways or supervisors, on appeal, shall not be less than fifty feet, nor more than sixty-six feet wide.

§ 66. The commissioners of highways of each town may, when they shall deem it advisable, put up and maintain, in conspicuous places, at each end of any bridge in such town, maintained at the public charge, a notice with the following words, in large characters: "Five dollars fine for riding and driving on this bridge faster than a walk."

§ 67. Whoever shall ride or drive faster than a walk over any bridge upon which notice shall have been placed and shall then be, shall forfeit to the town, for every such offense, the sum of five dollars.

§ 68. The overseers of highways of the several towns are hereby authorized to enter upon any land adjacent to any highway in their respective districts, for the purpose of opening any ditch, drain, necessary sluice or water course, whenever it shall be necessary to open a water course from any highway to the natural water courses, and to dig, open and clean ditches upon said land, for the purpose of carrying off the water from said highways, or to drain any slough or pond on said highway; *Provided*, that unless the owner of such land, or his agent, shall first consent to the cutting of such ditches, the overseer of highways shall apply to any justice of the peace of the county in which such road is situated, for a summons, directed to any constable of said county, commanding him to summon the said owner to appear before the said justice, at a time and place specified in such summons, not less than five nor more than fifteen days from the date thereof, for the purpose of having the damage assessed which such owner may sustain by reason of the digging or opening such ditches or drains. The said summons shall be under the hand of such justice and be served in the same manner as a summons is now served in civil actions before justices of the peace. On the return of such summons, a venire shall be issued for a jury as in other cases in the trial of civil actions before justices of the peace, which jury shall assess such damages and render a verdict therefor, which shall be final and conclusive of the amount of damages sustained by such person; and the amount so awarded shall

be audited, levied and collected in the same manner provided in section fourteen, article seventeen, of the township organization law; and the overseers of highways shall be warranted and is hereby empowered to enter such lands, and dig, open and clean such drains, ditches and water courses as aforesaid, for the purposes contemplated in this act, and is further authorized to use and employ the road labor and money of his district for such purposes: *Provided*, that in case the owner of said lands is a non-resident, service may be had by leaving a copy with the occupant or agent, or by notice in same manner as prescribed in section eighty-two of this act.

§ 69. The commissioners of highways may alter, widen or vacate any road, or lay out any new road in their respective town, when petitioned by any number of freeholders, not less than twelve, residing within three miles of the road so to be altered, widened, vacated or laid out.

§ 70. Said petition shall set forth, in writing, a description of the road, and what part thereof is to be altered, widened or vacated, and if for a new road, the names of the owners of lands, if known, and if not known it shall be so stated, over which the road is to pass, the points at which it is to commence, its general course, and the place at or near where it is to terminate.

§ 71. Whenever any such number of freeholders determine to petition the commissioners of highways for the alteration, widening or vacation of any road, or laying out any new road, they shall cause a copy of this petition to be posted up in three of the most public places in the town, in the vicinity of the road to be laid out, altered, widened or vacated, at least twenty days before any action shall be had in reference to such petition. The posting of any such notice required by this act, may be proved by the affidavit of the person posting the same, or by other legal evidence.

§ 72. Whenever the commissioners of highways shall receive any such petition, with the proof of the posting of copies, as in the next preceding section specified, they shall fix upon a time when and where they will meet to examine the route of such road, and to hear reasons for or against the altering, widening, vacating or laying out the same—which meeting shall be within twenty days after the expiration of the twenty days required for the posting of the copies of the petition in the next preceding (71) section, and they shall give at least ten days' notice of the time and place of such meeting, by posting up notices in three of the most public places in the township, in the vicinity of the road to be widened, altered or vacated.

§ 73. The commissioners may, by public announcement, and by the posting of a notice at the time and place named for the first meeting, adjourn the meeting from time to time, but not for a longer period than



twenty days in all; and shall, at the first or such adjourned meeting within said twenty days, decide and publicly announce whether they will grant or refuse the prayer of the petition, and shall indorse upon or annex to the petition a brief memorandum of such decision, to be signed by the commissioners. Such decision shall be subject to revision, in case the prayer of the petition is granted, in the manner hereinafter provided. In case the commissioners refuse to grant the prayer of the petition, they shall, within ten days thereafter, file the same, as indorsed, or with such decision annexed thereto, in the office of the town clerk.

§ 74. If the petition is simply for the vacation of a road, and the commissioners of highways, or a majority of them, shall, at such meeting, decide that the prayer of the petitioners should be granted, they shall order such road to be vacated—a copy of which order, together with the petition, shall be by them filed with the town clerk; such order to be so filed within ten days after the date of such decision.

§ 75. If such petition is for the establishment of a new road, or the alteration or widening of an existing road, and the commissioners of highways, or a majority of them, shall be of the opinion that the prayer of the petitioners should be granted, they shall cause a survey and plat of such road to be made by a competent surveyor, who shall report such survey and plat to said commissioners, giving the courses and distances, and specifying the land over which said road is to pass—and which they may make such changes between the termini of the road described in the petition, as the convenience and interest of the public in their judgment, may require.

§ 76. They shall also, before they order any road to be established, altered, widened or vacated, ascertain, as hereinafter provided, the aggregate amount of damages which the owner or owners of the land over which such road is to pass, shall be entitled to, by reason of the location, alteration or vacation of such road: *Provided, however,* that in case an appeal is taken from the assessment of damages before the justice of the peace, the commissioners may, in their discretion, make an order laying out, widening, altering or vacating such road, either before or after such appeal is determined, in the manner hereinafter provided.

§ 77. The damages sustained by the owner or owners of the land by reason of the establishment, alteration, widening or vacation of any road, may be agreed upon by the owners of such lands, if competent by contract, and the commissioners of highways, or they may be released by such owners—in which case the agreement or release shall be in writing, and shall be filed and recorded with the copy of the order establishing or altering such road, in the town clerk's office, and shall be

etual bar against such owners, their grantees and assigns, for all  
er claims for such damages.

78. In case such damages are not released or agreed upon, as in  
preceding section specified, the commissioners of highways shall,  
in twenty (20) days from the date of the meeting at which it was  
led to grant the prayer of the petition, make a certificate that they  
about to establish, widen, vacate or alter a public road, describing  
road, vacation, widening or alteration, and the land over or on  
h such road is to be established, altered, widened or vacated, and  
ng the owners of such land, if known, and if not known, stating  
act, and asking for a jury to assess the damages of such owners,  
shall present such certificate to some justice of the peace of the  
ty, who shall summon a jury of six persons in the manner herein-  
provided, having the qualifications of juror, to appear before such  
ce of the peace at a time to be fixed by him, within ten days from  
ime such certificate was presented to him, to assess such damages.

79. The commissioners of highways shall also notify each and  
owner of land—if known, and a resident of the county—whose  
ages are to be assessed, that they will apply to some justice of the  
e of the county (giving the time when and place where) to have a  
impaneled to assess such damages.

80. Upon the presentation of such certificate by the commissioners  
ghways, the justice of the peace shall forthwith name eighteen  
ons having the qualifications of jurors, two-thirds of whom shall  
e residents of the town in which the proposed road is located. The  
issioners of highways shall have the right to strike from such list  
mes the names of six of such persons named, and the owners of  
nds whose damages are to be assessed, or their authorized agent  
ents, shall also have the right to strike from such list the names of  
ther persons. The striking from the list of said names shall be done  
ately, one at a time, by the commissioners of highways and the  
ants, the commissioners beginning first; and the six persons whose  
s still remain on said list, shall comprise the jury to assess such  
ges: *Provided*, that if the commissioners of highways and the  
rs of lands shall fail to strike from such list the names of twelve  
ns, the justice of the peace shall select from the names still re-  
ng, the six persons to constitute said jury.

1. At the trial of the case, either party shall have the right of  
enge for cause, and for that only; and any deficiency in the num-  
f jurors, from whatever cause, shall be supplied by summoning  
persons residing in the township, or in an adjoining township, in  
ame manner as in a civil case. Such justice of the peace shall  
r the owners of such land mentioned in such certificate to appear  
e same time before such justice to prove their damages.

§ 82. In case it shall appear, either from the certificate of the commissioners, the affidavit of any person, or the return of any officer to whom the notice may be delivered for service, that there is an unknown owner or owners who cannot be found and served within the county, such justice shall also cause notice to be posted in three of the most public places in the vicinity of such proposed road or alteration, at least six days before the time fixed for the appearance of such jury, stating when such jury is to be impaneled by him, and describing the road to be established, altered, widened or vacated as petitioned for, and the lands for which damages are to be assessed.

§ 83. The notice of such owners of lands may be served by any constable or one of the petitioners, or other person of lawful age, at least five days before the time of appearance. If any of such owners is an infant, such summons shall be served by delivering a copy to the infant or its guardian, if any; if no guardian, the person with whom he or she resides. If any owner is a lunatic, or habitual drunkard having a conservator, or insane, by delivering a copy to his conservator, if any; if any such owner is a married woman, by delivering a copy to her.

§ 84. The jury shall appear before and be sworn or affirmed by such justice, faithfully and impartially to assess the damage of each of the owners specified in such certificate, or those of them whose claims are then to be adjusted, according to law to the best of their judgment and understanding; and all parties in interest shall be entitled to subpoenas and other writs and papers, and the trial shall be conducted as in other civil cases.

§ 85. The jury shall hear such lawful evidence touching the question of such damages as may be presented to them; and shall also, on request of a majority of the road commissioners or owners of lands whose damages are to be determined, in a body, visit and examine the proposed location, alteration, widening or vacation of such road, and the lands to be taken and affected thereby, and make a written verdict specifying the amount of damages, if any, which each such owner shall recover, and return the same to such justice, to be by him entered on his docket in the nature of a judgment, to be paid by such commissioners, together with the costs of such suit, in case they shall finally determine to establish, alter, widen or vacate such road; and the money therefor shall be paid by the town, out of the funds in the hands of the treasurer of the commissioners of highways, raised for road and bridge purposes: *Provided*, that in estimating damages the jury may consider the benefits conferred, or may disregard such benefits; but no benefits enjoyed in common by the owners of surrounding property shall be considered in estimating damages.

§ 86. *Provided*, that when there are several such owners the jury may assess the damages for one or more or all of them at the same time, or they may assess such damages at different times, or there may be different juries and trials at different times for different owners if any owner shall demand a separate trial; and any such assessment of damages may be continued from time to time for good cause, with the like effect as continuances in other cases before justices of the peace.

§ 87. Within thirty days after the total amount of damages shall have been ascertained, either by release or agreement of the parties, or by assessment before a justice of the peace and a jury, in the manner hereinbefore provided, the commissioners shall hold a meeting to finally determine upon the laying out, altering, widening or vacation of such road, of which meeting said commissioners shall give public notice, by causing not less than three notices thereof to be posted in public places within the town, at least five days prior thereto.

§ 88. In cases where the damages are not wholly released or agreed upon, and the commissioners shall be of the opinion that the damages assessed by the jury are manifestly too high, and that the payment of the same would be an unreasonable burden upon the tax payers of the town, the commissioners may revoke all proceedings had upon the petition by a written order to that effect. And such revocation shall have the effect to annul all such proceedings and assessments, releases and agreements, in respect to damages growing out of the proceedings upon the petition.

§ 89. In case the commissioners shall not revoke such prior proceedings they shall make an order, to be signed by them, declaring such road so altered, widened or laid out a public highway, and which order shall contain or have annexed thereto a definite description of the line of such road, together with a plat thereof. The commissioners shall, within ten days from the date of such order, cause the same, together with the report of the surveyor, the petition and releases or agreements in respect to damages, to be deposited and filed in the office of the town clerk, who shall note upon such order the date of such filing. It shall be the duty of such clerk, after the time for appeal to supervisors has expired, and in the case of such appeal, after the same shall have been determined, in case the prayer of the petition is granted, to record such order, together with the plat of the surveyor, in a proper book to be kept for that purpose.

§ 90. In cases where the damages claimed by the land owners for the right of way is released, or is agreed upon between the land owners and the commissioners, the commissioners may, at their first meeting, or at an adjourned meeting, examine the route of the road, and cause a survey thereof to be made, and make their order establishing, altering,

widening or vacating the road, according to the prayer of the petition, and return the same within the time and in the manner specified in this act.

§ 91. Any person or persons interested in the establishment, alteration, widening or vacation of any road in this State, are hereby authorized to offer inducements to the commissioners of highways, for the establishment, alteration, widening or vacation of any such road, by entering into contract with said commissioners, conditioned upon such establishment, alteration, widening or vacation, to pay money or any other valuable thing to the town, for the benefit of the road and bridge funds of the same, or to perform any labor, or to construct any road, bridge or culvert on any road which said person or persons desire to have established, widened or altered. And such contracts, in writing, made with said commissioners, shall be deemed good and valid in law, and may be enforced by said commissioners or their successors in office, before any court having jurisdiction.

§ 92. The record of the town clerk, or a certified copy of such record, and papers relating to the establishment, location, alteration, widening or vacation of any road, shall be *prima facie* evidence in all cases that all the necessary antecedent provisions had been complied with, and that the action of the commissioners of highways, or other persons and officers in regard thereto, were regular in all respects.

§ 93. Roads for private and public use, of the width of three rods or less, may be laid out from one dwelling or plantation of an individual to any public road, or from one public road to another, or from one lot of land to another, or from a lot of land to the highway, on petition to the commissioners of highways, by any person directly interested. The commissioners, on receiving such petition, shall have power to lay out the road as asked for therein, to which end they shall proceed and examine into the merits of the case, and shall be governed in their proceedings by the rules and regulations prescribed in this act in relation to public roads. The jury shall consider the damages that may result to parties from said proposed road, and shall assess the damages to each individual owner of lands affected thereby. The amount of such damages shall be paid by the persons benefited thereby, to the extent and in proportion that they are benefited, to be determined and declared by the jury. The remainder of the amount of damages over and above that to be paid by the parties aforesaid, shall be paid by the land as in other cases. The amount of damages to be paid by individuals, shall be paid to the persons entitled thereto before the road shall be opened for use. An appeal may be taken on the question of the propriety and necessity of such road as in other cases.

§ 94. If such private road or cartway shall not be opened by the petitioners or their assigns within two years from the time of making the order for the location of the same, such order shall be regarded as rescinded.

§ 95. When such private road or cartway is proposed to pass over inclosed lands, the owners of such lands shall have a reasonable time, not exceeding eight months, to be designated by the commissioners of highways, to harvest crops and remove fences which may be on such land before such road or cartway shall be opened.

§ 96. The commissioners of highways may, in their discretion, pay persons who live on or have private roads which are used by the public, for work done on such roads; but in no case shall they be allowed more than the amount of their road tax for the year in which the work is done.

§ 97. Public roads may be established, altered, widened or vacated on township or county lines, in the same manner as other public roads, except that in such case a copy of the petition shall be posted up in and presented to the commissioners of highways of each town interested; whereupon it shall be the duty of the commissioners of highways of the several towns to meet and act as one body, in the same time and manner as in other cases, in considering the petition, viewing the premises, adjusting damages, and making all orders in reference to such proposed road, alteration, widening or vacation, and a majority of all such commissioners must concur in all such orders. And a copy of all final orders and plats and papers shall be filed and recorded in each of the counties and towns interested.

§ 98. The commissioners of highways shall also, in case a new road is established, allot to each of such towns the part of such road which such town shall open and keep in repair, and the part so allotted shall be considered as wholly belonging to such town. They shall also divide the expenses and damages which may accrue from such location, widening or alteration, and if they cannot agree, they shall refer the matter to three disinterested freeholders, as arbitrators, whose decision shall be final.

§ 99. Any person or persons interested in the decision of the commissioners of highways, in determining to or in refusing to lay out, alter, widen or vacate any road, or revoking any previous order or decision relative to any road, or from the verdict of any jury in assessing damages in opening, altering or vacating any road, may appeal from such decision to three supervisors of the county, outside of the town in which such road or proposed road is located, by giving a written notice of such appeal to the said commissioners of highways, and to at least three of the petitioners, and also to the same parties a notice when and

where such appeal will be tried, at least three days before such trial, within ten days after such decision has been filed in the office of the proper clerk; and shall also present a written petition to some justice of the peace of the county, asking for an appeal, and stating on what grounds such appeal is taken.

§ 100. It shall be the duty of the justice of the peace to cause to be summoned three supervisors of the county to hear such appeal; and said supervisors shall fix upon a time and place when said appeal will be heard by them; and upon such appeal the said supervisors shall have the same power and authority that is by this act conferred on the commissioners of highways, not only in regard to the laying out, altering, widening or vacating any road, but shall have the same power to cause a jury to be called to assess damages, whenever the state of the proceedings require it, and the supervisors cannot agree with the owners of the land in regard to the same.

§ 101. And they shall make a report of their proceedings and decision in the case, and in like manner that is by this act required by the highway commissioners, and shall be entitled to the same compensation; and their decision shall be final in regard to laying out, altering, widening or vacating such road, or in refusing to do the same, for one year after such decision.

§ 102. Any parties taking an appeal from the award of the decision of the highway commissioners, or the verdict of the jury, shall pay the cost of such appeal, in case the award or the decision of the highway commissioners, or the verdict of a jury, is in all things sustained; and shall file a sufficient bond with the justice of the peace or town clerk, before taking such appeal, guaranteeing such payment in such case.

§ 103. The decision of a majority of the supervisors in any appeal case shall be taken as the decision of said supervisors.

§ 104. When the commissioners of highways of one town disagree with the commissioners of highways of an adjoining town in regard to the laying out of a new road, or the alteration, widening or vacation of an old road, on any county or town line, appeals may be taken from such decision in the same manner as set forth in section 99 of this act: *Provided*, that when such decision is in regard to a road on a county line, two supervisors and one commissioner of highways shall be selected from one county, and two commissioners of highways and one supervisor shall be selected from the other. The county from which the two supervisors shall be selected, shall be determined by the party or parties taking the appeal, and the justice of the peace shall issue his summons accordingly.

§ 105. All roads heretofore laid out upon town or county lines, shall be divided, allotted and kept in repair in the manner as hereinbefore

directed. Any public road that is or shall hereafter be laid out on a county or town line, shall be held to be a road or a county or town line, although, owing to the topography of the ground along said county or town line, or at the crossing of any stream of water, the proper authorities, in establishing or locating such road, may have located a portion of the same to one side of such county or town line.

§ 106. Roads may be laid out and opened upon the line between this and any adjoining State, as provided in the preceding sections, whenever the laws of such adjoining State shall be applicable.

§ 107. Bridges over streams which divide towns or counties, and bridges over streams on roads on county or town lines, shall be built and repaired at the equal expense of such towns or counties: *Provided*, that for the building and maintaining of bridges over streams near county or town lines, in which both are equally interested, the expense of building and maintaining any such bridges shall be borne equally by both counties or towns.

§ 108. For the purpose of building or keeping in repair such bridge or bridges, it shall be lawful for the commissioners of highways of such adjoining towns or counties to enter into joint contracts, and such contracts may be enforced, in law or equity, against such commissioners jointly, the same as if entered into by individuals, and such commissioners may be proceeded against, jointly, by any parties interested in such bridge or bridges, for any neglect of duty in reference to such bridge or bridges, or for any damages growing out of such neglect.

§ 109. If the commissioners of highways of either of such towns, after reasonable notice in writing from the commissioners of highways of any other such towns, shall neglect or refuse to build or repair any such bridge, when any contract or agreement has been made in regard to the same, it shall be lawful for the commissioners so giving notice to build or repair the same, and to recover, by suit, one-half (or such amount as shall have been agreed upon) of the expense of so building or repairing such bridge, with costs of suit and interest from the time of the completion thereof, from the commissioners so neglecting or refusing.

§ 110. Any judgment so recovered against the commissioners of highways of either of such towns, shall be a charge on such town, unless the court shall certify that the neglect of [or] refusal of such commissioners was willful or malicious, in which case only such commissioners shall be personally liable for such judgment, and the same may be enforced against them in their personal and individual capacity.

§ 111. When it shall be necessary to build, construct or repair any bridge or road in any town, which would be an unreasonable burden to the same, the cost of which will be more than can be raised in one year by ordinary road taxes in such town, the commissioners of highways



shall present a petition to the county board of the county in which such town is situated, praying for an appropriation from the county treasury to aid in the building, constructing or repairing of such bridge or road, and such county board may (a majority of all the members elect voting for the same) make an appropriation of so much for that purpose as, in their judgment, the nature of the case requires and the funds of the county will justify ; said appropriation to be expended under the supervision of an authorized agent or agents of the county, if the county board shall so order.

§ 112. When it shall be necessary to build a bridge in any town which would require a larger sum of money to complete than is authorized to be raised by taxation under the constitution upon a single year's assessment, the commissioners of highways shall petition the supervisor of the town to call a special town meeting to vote on the proposition "to borrow money to build a bridge," which said petition shall be signed by said commissioners in their official capacity, and by at least twenty-five freeholders of such town ; and thereupon such petition shall be filed in the office of the town clerk of such town. Upon the filing of said petition, the supervisor shall order the town clerk, by an instrument in writing, to be signed by him, to post up in four of the most public places in said town, notices of such special town meeting ; which notice shall state the object, time and place of meeting, and the manner in which the voting is to be had, which shall be invariably by ballot, and shall be "to borrow money to build a bridge," when the voter desires to vote in favor of that proposition, and "against the proposition to borrow money to build a bridge," when the voter desires to vote against said proposition. The special town meeting shall be held and returns thereof made in the same manner as other special town meetings are now or may hereafter be provided by law ; and if it shall appear that a majority of the legal voters voting at said election shall be in favor of said proposition, the supervisor and town clerk, acting under the direction of the commissioners of highways of said town, shall issue from time to time, as the work progresses, a sufficient amount in the aggregate of the bonds of said town for the purpose of building such bridge ; such bonds to be of such denominations, bear such rate of interest, not exceeding ten per cent., upon such time, and be disposed of as the necessities and conveniences of said town officers require : *Provided*, that said bonds shall not be sold or disposed of for less than their par value, and such town shall provide for the payment of such bonds and the interest thereon by appropriate taxation.

§ 113. Upon the petition of twelve legal voters, it shall be the duty of the commissioners of highways of each town, within a reasonable time, to employ a competent surveyor, and have any road or roads designated in such petition in their several towns re-surveyed, and plats

thereof made, which plats and surveys shall be by them filed for record in the office of the town clerk: *Provided*, that this section shall not apply where the same has been already done, unless the exact location of such road is uncertain.

§ 114. The establishment of a new road on the route of a road already established according to law, shall not vacate the road previously established, unless such vacation is prayed for in the petition, and so declared in the order establishing the new road.

§ 115. The commissioners of highways of the several towns are hereby authorized to contract for the building and repairing of bridges in their respective towns, and they may let such contracts by a public letting to the lowest responsible bidder, upon proper notice being given by posting copies of such notice in at least three public places in their town, not less than ten days before the time of such public letting; or if they deem it to be to the interest of their town, they may, to an amount not exceeding twenty-five dollars, privately contract with persons, as they shall deem best, for putting bridges in good repair; but in no case shall such contracts exonerate such commissioners from liability for failure to keep such bridges in repair.

§ 116. *Provided*, that the collector of taxes shall receive from any taxpayer, in payment of said taxpayer's road and bridge tax, any order of the commissioners of highways, on their treasurer, for work done on or material furnished for the construction or repairs of the highways or bridges, in any sum not to exceed the amount of such person's road and bridge tax then due.

§ 117. Whenever a public road is ordered to be established or altered, according to the provisions of this act, which road shall pass through or on inclosed land, the commissioners of highways shall give the owner or occupant of such land sixty days' notice in writing, to remove his fences. If such owner or occupant does not remove his fence within sixty days after such notice, the commissioners shall cause the same to be removed, and direct the road to be opened and worked; and such owner shall forfeit to such commissioners the sum of one dollar for every day he shall permit his fence to remain after the expiration of said sixty days, and shall pay all necessary cost of removal, to be collected by said commissioners before any justice of the peace having jurisdiction.

§ 118. The commissioners of highways shall receive for their services the sum of one dollar and fifty cents per day for each day necessarily employed in the performance of their duties, the same to be audited by the town auditors and paid out of the town funds.

§ 119. All highways laid out by order of the commissioners or supervisors, on appeal, shall be opened within five years from the time of laying out the same. If not opened within the time aforesaid, the same shall be deemed to be vacated.

§ 120. The highway commissioners of each town shall, annually, ascertain, as near as practicable, how much money must be raised by tax on real and personal property for the making and repairing of bridges, the payment of damages by reason of the opening, altering and laying out of new roads, the purchase of necessary tools, implements and machinery for working roads; the purchase of the necessary material for building or repairing roads and bridges; the pay of the overseers of highways during the ensuing year; and shall levy a tax on all the real and personal property in said town, not exceeding forty cents on the one hundred dollars; and they shall give to the supervisor of the township, and in Cook county to the county board, a statement of the amount necessary to be raised, and the rate per cent. of taxation, signed by said commissioners, or a majority of them, on or before the Tuesday next preceding the annual September meeting of the board of supervisors, or the county board in Cook county, who shall cause the same to be submitted to said board for their action at such September meeting of said board: *Provided*, that if the commissioners of highways, or any three legal voters, shall give notice, by posting notices in at least three of the most public places of the town, at least ten days before the annual town meeting, that a larger amount of money will be required for the purpose of constructing or repairing roads or bridges in their town than can be realized from the real and personal property tax authorized by law to be assessed by the commissioners, the legal voters present at such meeting may authorize an additional amount to be raised by tax, not exceeding sixty cents on each one hundred dollars' valuation, and said board shall cause the same to be extended on the tax books.

§ 121. According to the amount certified as aforesaid, the county clerk, when making out the tax books for State and county taxes for the collector, shall extend the necessary tax in a separate column against each taxpayer's name, or taxable property, as other taxes are extended, which shall be collected the same as State and county taxes.

§ 122. It shall be the duty of the county clerk to make out and deliver, on demand, to the treasurer of the commissioners of highways, a certificate of the aggregate amount of tax so levied and placed upon the tax books.

§ 123. The tax so collected shall be paid to the treasurer of the commissioners of highways, except as provided in section sixteen (16) of this act, by the collector, as fast as the same is collected, except such rate per cent. as shall be allowed for collecting the same.

§ 124. The commissioners of highways shall furnish to the clerk of the county court, previous to the first day of October in each year, a list of taxpayers, alphabetically arranged, of each district.

§ 125. Any tax or moneys collected by the township or county collectors of the various counties for road and bridge purposes under the

provisions of an act entitled "An act in regard to roads and bridges," approved April 10, 1872, shall be paid by said collectors to the treasurer of commissioners of highways, and be by said commissioners, after reserving sufficient to pay for the purchase of implements and the payment of damages, and the pay of the overseers, distributed to the overseers of highways of the various road districts from which it was collected, as near as may be. Said moneys shall be used by said overseers in improving the roads and bridges in their respective towns.

§ 126. That an act entitled "An act in regard to roads and bridges," approved April 10, 1872, and in force August 15, 1872, so far as the same relates to counties under township organization, and also all other acts or parts of acts inconsistent herewith, be and the same are hereby repealed: *Provided*, that the repeal of said act shall not affect any suit or proceeding pending, or impair any rights existing at the time this act shall take effect.

§ 127. Whereas an emergency exists: therefore, this act shall take effect and be in force from and after its passage.

APPROVED April 11, 1873.

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## WAREHOUSES.

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AN ACT to amend an act entitled "An act to regulate public warehouses and the warehousing and inspection of grain, and to give effect to article thirteen (13) of the constitution of the State," approved April 25, 1871, in force July 1, 1871, and to establish a committee of appeal, and prescribe their duties.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That the board of railroad and warehouse commissioners shall establish a proper number and standard of grades for the inspection of grain, and may alter or change the same from time to time: *Provided*, no modification or change of grades shall be made, or any new ones established, without public notice being given of such contemplated change, for at least twenty days prior thereto, by publication in three daily newspapers printed in each city containing warehouses of class "A": *And, provided, further*, that no mixture of old and new grades, even though designated by the same name or distinction, shall be permitted while in store.

§ 2. Within twenty days after this act takes effect, the board of railroad and warehouse commissioners shall appoint three discreet and competent persons to act as a committee of appeals, in every city wherein is located a warehouse of class A, who shall hold their office for one year and until their successors are appointed. And every year thereafter a like committee of appeals shall be appointed by said commissioners, who shall hold their office for one year and until their suc-

cessors are appointed: *Provided*, said commissioners shall have power, in their discretion, to remove from office any member of said committee at any time, and fill vacancies thus created by the appointment of other discreet persons.

§ 3. In all matters involving doubt on the part of the chief inspector, or any assistant inspector, as to the proper inspection of any lot of grain, or in case any owner, consignee or shipper of grain, or any warehouse manager, shall be dissatisfied with the decision of the chief inspector or any assistant inspector, an appeal may be made to said committee of appeals, and the decision of a majority of said committee shall be final. Said board of commissioners are authorized to make all necessary rules governing the manner of appeals, as herein provided. And all complaints in regard to the inspection of grain, and all notices requiring the services of the committee of appeals, may be served on said committee, or may be filed with the warehouse registrar of said city, who shall immediately notify said committee of the fact, and who shall furnish said committee with such clerical assistance as may be necessary for the proper discharge of their duties. It shall be the duty of said committee, on receiving such notice, to immediately act on and render a decision in each case.

§ 4. For every case decided by said committee of appeal, they shall be entitled to such fees as may be fixed by the board of railroad and warehouse commissioners, not to exceed three dollars for each member of said committee for each case submitted; said fees to be paid either from the inspection fund or by the party taking the appeal, as the commissioners shall direct; and all necessary expenses incurred in carrying out the provisions of this act, except as herein otherwise provided, shall be paid out of the funds collected for the inspection service, on the order of the commissioners.

§ 5. No grain shall be delivered from store from any warehouse of class A, for which or representing which warehouse receipts shall have been issued, except upon the return of such receipts, stamped or otherwise plainly marked by the warehouse registrar with the words "registered for collection," and the date thereof; and said board of commissioners shall have power to fix the rates of charges for the inspection of grain, both into and out of warehouses; which charges shall be a lien upon all grain so inspected, and may be collected of the owners, receivers or shippers of such grain, in such manner as the said commissioners may prescribe.

§ 6. Section thirteen (13) of the act to which this is an amendment, is hereby repealed: *Provided*, the provisions contained in said section shall remain in force until the grades for the inspection of grain shall have been established by the commissioners, as provided in section one of this act.

APPROVED April 15, 1873.

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